

INTERNATIONAL HELLENIC UNIVERSITY

Master of Business Administration (M.B.A)

Year 2



THESIS TITLE:

Analysis of Emotional Intelligence (EI) and Leadership in one large

company in Greece

FULL NAME: Kanas Vasileios

SUPERVISOR: Chalkias Konstantinos

January 2020

Abstract

The purpose of the present work is to investigate the relationship between personal abilities (self-control and self-regulation of emotions), components of emotional and social intelligence (social skills, motivation, and empathy) with transformational leadership expressed by managers in a large Greek organization. It accurately examines managers' views on whether and to what extent they express the above behaviors in their day-to-day management.

The study is based on the assumption that, if -in their perceptions- managers in the organizational context, display in their daily tasks personal abilities such as self-regulation and self-control and develop the three dimensions of emotional intelligence (social skills, motivation and empathy), then they develop charisma, intellectual motivation, and individualized consideration, that is, they practice transformational leadership. Based on the above, we assume that social skills, motivation, and empathy (dimensions of emotional intelligence) are positively associated with the manager's transformational effectiveness in the organization. Studies in Greece on this subject are scarce, without much in-depth analysis and mainly concern the general role of emotional intelligence at work. The present study, which involves business managers operating in two large companies in Greece, attempts to reliably capture the perceptions and awareness regarding this topic which has gained a lot of attention during the last two decades.

The formulation of the hypotheses, is followed up by a questionnaire survey. The primary data were obtained from a questionnaire from 34 business managers operating in a large **private** company in Greece. The questionnaires were coded and then processed with SPSS 22.0 statistical software. Research findings suggest that social skills, motivation, and empathy (the key dimensions of emotional intelligence) and social intelligence are strongly positively associated with the manager's transformational leadership within the team he leads. That is to say, from the correlations, all five research hypotheses considered in this research are verified, since the tests of the interdependence of the variables of the hypotheses show that there is the hypothesized correlation each time, and in some cases this correlation is very strong. The implications of this study are significant for the management of business organizations and their executives in general. This research shows the need for managers to focus on anthropocentric behaviors with the development of

emotional and social intelligence techniques that will lead them to practice leadership by developing leadership change-transformation behaviors. Managers need to inspire, be respected for their work, act as role models, reward, adapt to their team and manage as effectively as possible the human resources that is the heart of a healthy organization.

Table of Contents

1. Introduction	6
2. Leadership	8
2.1 Definition of leadership.....	8
2.2 Leadership styles	9
3. Emotional Intelligence.....	11
3.1 Forms of Intelligence	11
3.2 What is emotion and what do we need it for?	12
3.3 Emotional Intelligence: Trait or Ability?	13
3.3.1 Emotional intelligence: Ability model	13
3.3.2 Emotional intelligence: Trait model	14
3.4 Conclusions	15
4. Transformational Leadership and Emotional Intelligence	16
5. Individual research	21
5.1 Data collection	23
5.2 Research limitations.....	23
6. Data analysis – Results	24
6.1 Reliability Analysis.....	24
6.2 Statistical Analysis.....	24
6.3 Results.....	25
7. Conclusions	41
8. Future research	42
9. References	44
Annex A.....	52

List of Figures

FIGURE 1. DIFFERENT STYLES OF LEADERSHIP (INPUTS (ENGAGEMENT) AND OUTPUTS (EFFECTIVENESS))	10
---	----

List of Tables

TABLE 1. PARTICIPANTS' CHARACTERISTICS.....	25
TABLE 2. PARTICIPANTS' PERCEPTION REGARDING LEADERSHIP.....	26
TABLE 3. NORMALITY TEST.....	29
TABLE 4. DIFFERENCES BETWEEN MALE AND FEMALE PARTICIPANTS.....	31
TABLE 5. DIFFERENCES BETWEEN PARTICIPANTS ABOVE 35 YEARS OLD AND PARTICIPANTS LESS THAN 35 YEARS OLD.....	32
TABLE 6. DIFFERENCES BETWEEN PARTICIPANTS WITH A BACHELOR DEGREE AND PARTICIPANTS WITH A MASTER DEGREE OR A PHD.....	34
TABLE 7. DIFFERENCES BETWEEN PARTICIPANTS WITH MORE THAN 7 YEARS IN THE ORGANIZATION AND PARTICIPANTS WITH LESS THAN 7 YEARS.....	36
TABLE 8. DIFFERENCES BETWEEN PARTICIPANTS WITH MORE THAN 7 YEARS IN THE ORGANIZATION AS MANAGERS AND PARTICIPANTS WITH LESS THAN 7 YEARS.....	38

1. Introduction

Modern organizational behavior incorporates state-of-the-art leadership models and culture development towards the creation of a safe work environment that motivates employees, effectively achieves goals, and long-term customer satisfaction. Leadership is a key pillar of every organization as it creates the path of the successful operation. The correlation between EI and Leadership is a topic of increasing interest over the last decades and based on the importance of leadership in all organizations, the ambition of this thesis is, first, to clarify what leadership is and what a leader should achieve, but also what a person needs (character, knowledge, skills) to be able to succeed as a leader and secondly, to identify the essence of emotional intelligence and to emphasize its value in relation to the possibilities that come from using it in the workplace as well as in one's social interactions.

The purpose of the present work is to examine the concept of emotional intelligence in two ways. On the one hand, to present its essential features, as these have already been declared in the relevant literature and on the other hand, to highlight the importance of EI in leadership and management. Understanding and analyzing a new field of study with unexpected implications for our interpersonal world is a prerequisite of the above.

The current work aims to present and in depth analyze the concepts of leadership as well as those of emotional intelligence. This thesis seeks to convey the meaning of emotional intelligence as well as how the modern managers can best apply and handle them, combining their benefits with their intelligence, education, training and professional experience. The results show that emotional intelligence is a key element to the success of the leader-manager. The leader-manager, using the qualities of emotional intelligence, becomes the creator of a productive work environment that offers employees the opportunity to deliver high quality and to enjoy individual benefits.

The emotionally intelligent leader, being a democrat and a visionary, is a critical factor for business survival and success. To sum up, the rationale of the above study is based on finding and analyzing data from experienced managers regarding the application of the concepts of Emotional Intelligence to their daily managerial tasks. In addition, and in combination with the available literature, to draw conclusions related to the means of applying these forces (EQ, SQ) and how those can lead to the development of managerial

behaviors towards a more effective leadership. Based on the above, the present study is structured as follows:

The first section provides a brief description of the analysis and an introduction to the structure and content of the work. This is followed by a theoretical overview of the literature - articles first on the concept of leadership and management and then on the emotional and social intelligence where the conclusions of the various researchers are presented.

The second section presents the individual research of the subject with the following structure:

In the first chapter of the second section, the goals of the research are identified and the working hypotheses are formulated.

In the second part, the methodology for conducting the research is developed. More specifically, reference is made to the research method adopted, the way data were collected and the questionnaire development process.

The third section analyzes the findings of the research, starting with the demographic data and eventually examining the correlations between the variables of emotional intelligence with transformational leadership and concludes with examining the hypotheses developed in the previous section.

The fourth chapter of this section presents the conclusions extracted from the individual research.

Part 1

2. Leadership

2.1 Definition of leadership

As mentioned above, Leadership is a critical pillar in every organization. Leadership is the process to lead followers. It creates the path of operation towards the achievement of the organizational goals by understanding the needs of the employees and motivating them. In a business, for example, executives define the vision of the business. This vision should be clearly described to employees who must understand and support this vision. Executives must help employees to understand their role in achieving business goals.

A useful definition of leadership is given by Katz: "Leadership is a process where one person systematically influences others towards the execution of the tasks of the team." There are many definitions of what could be defined as leadership, however all of them result in the common parameter of having a member (or members) within a team to assume the role of coordinating the actions of the other team members in order to achieve the collective goals.

Leadership is a complex concept of social and personal behavior, which has led to a variety of definitions in an attempt to capture and clarify its content. Indicatively a definition of leadership is provided by (Hollander, 1985), "The process of leadership consists of a relationship of mutual influence between two or more persons where the relationships they develop are interdependent in order to achieve common goals under group conditions", (Katz, 1973), "Leadership is a process where one person systematically exerts more influence than others on team performance", (Zevgaridis 1981), "Leadership is the ability to direct others", (Rue & Byars, 1983), " Leadership is a process of influencing formal or informal working groups in their work related to the definition and achievement of goals and objectives. The ability to both gain and influence followers empowers the leader".

According to many researchers leadership surfaces:

- As a characteristic of the position one possesses
- As a characteristic of the individual
- As a characteristic of behavior.

Leadership may surface because of one of these factors or due to the combination of more than one of the discussed factors.

The purpose of leadership is to attempt to influence and motivate the behavior and actions of a small or large group, or even of one individual, in such a way that everyone is willing to strive in order to achieve the collective goals of the group. Leadership as a function leads to high level of motivation and commitment from the members of a team (Georgas, 1999).

2.2 Leadership styles

The fact that leadership is a complex concept, the result of personal and social characteristics and behaviors is also supported by the existence of the various styles of leadership that one can encounter, especially in their workplace environment. Different situations require that a different style is utilized, therefore no single leadership style is appropriate for every situation. This chapter briefly presents the different leadership styles.

- **Transformational Leadership**

Transformational leadership focuses on inspiring employees by establishing an environment of intellectual stimulation.

- **Transactional Leadership**

Transactional leadership is more direct by creating a very clear hierarchy by making use of punish and reward (carrot and stick) approach.

- **Autocratic Leadership**

This type of leadership suggests that the leader has significant control over his subordinates and that suggestions from the subordinates are rarely considered.

- **Democratic Leadership**

This type of leadership suggests a participative leadership in which the leader asks input from team members before making the final decision.

- **Charismatic Leadership**

This leadership style is strongly based on the personality and the charms of the leader.

- **Situational Leadership**

This style suggests that the leader utilized different styles of leadership depending on the situation and the surrounding environment.

- **Laissez-faire Leadership**

This style of leadership could also be defined as no leadership or as denial of leadership as employees fulfil their tasks by anyway they see fit.

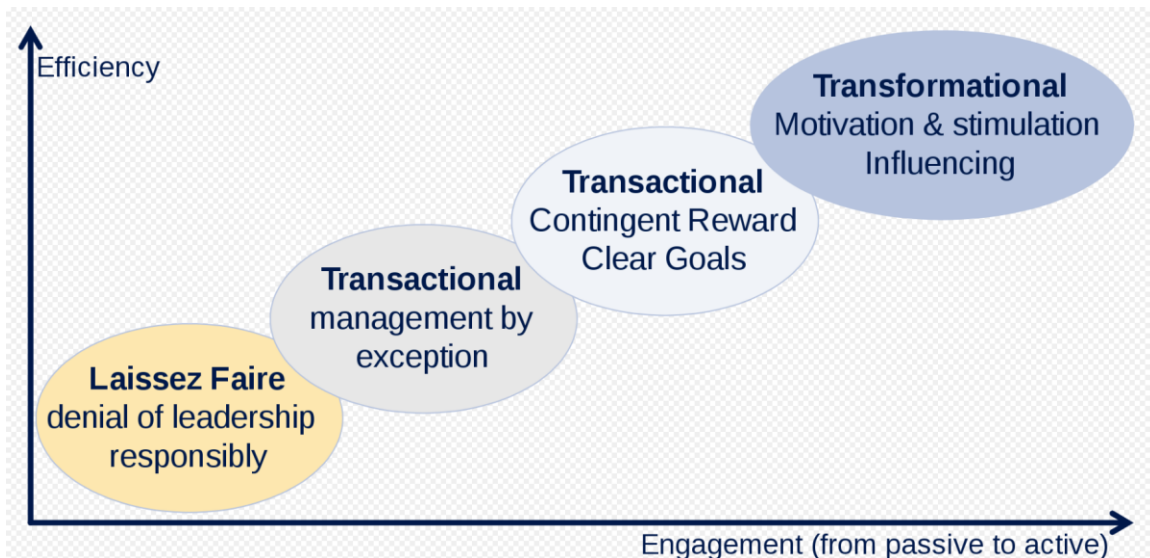


Figure 1. Different styles of leadership (inputs (engagement) and outputs (effectiveness))

As presented in Figure 1, different styles of leadership require different levels of engagement. Transformational leadership requires higher levels of engagement by the leader compared to other types of leadership such as Laissez-faire leadership or transactional leadership. Moreover, the effectiveness of the different styles of leadership differs. Transformational leadership is considered as the most effective style since the leader strongly engages with the employees and aims to create an environment of intellectual stimulation in order to increase motivation within the organization.

➤ Transformational Leadership

The transformational leadership style as mentioned above was first established by Burns (1978) and further developed in a wide range of research by Bass and his colleagues (Avolio, 1999; Avolio and Yammarino, 2002; Bass, 1997; Avolio and Bass, 1988; Avolio, Bass, and Jung, 1999). According to Bass (1985; 1998) the transformational leadership style involves establishing a leadership model that earns the trust of the employees increases their confidence and aims to move their concerns towards achievement and growth rather than existence. Transformational leadership has traditionally been defined as the demonstration of the following components: Idealized influence (attributed), Idealized

influence (behavioral), intellectual stimulation, inspirational motivation and individualized consideration. (Bass & Avolio, 1997).

- Idealized influence (attributed): Charisma is linked to whether the leader is perceived to instill pride, faith, and respect in his or her subordinates and provides a vision and a sense of mission to a team.
- Idealized influence (behavioral): Refers to charismatic actions by the leader. These actions are based on ideals values and beliefs.
- Intellectual Stimulation: Refers to a leader making use of behaviors which cause subordinates to challenge their assumptions to think out of the box and to pursue innovative solutions to problems.
- Individualized Consideration: Expresses the leader who shows personal attention to subordinates, helps each employee individually, and shows an interest in the long-term development of each subordinate. This includes mentoring, training, empowering subordinates and in general attending to their needs.
- Inspirational Motivation: Refers to the level that the leader is able to inspire and appeal to subordinates by establishing challenging goals as well as by the level by which the leader communicates his optimism related to goal achievement.

It is evident that Leadership is a process which is applied by managers in order to achieve organizational goals. As such, it is evident that any Leadership style is correlated to the managers personal characteristics (personality, emotions, etc.). Therefore, Leadership as a process is a function the outcome of which is influenced by different parameters. In the following chapter, one of the most important parameters which affects leadership is analyzed in detail. This factor is Emotional Intelligence and according to many scientific studies, efficient leaders do display high levels of Emotional Intelligence.

3. Emotional Intelligence

3.1 Forms of Intelligence

With the emergence of Freudian thought, a wave of experts argued that another element of excellence is personality. Personality defines everyone, defines our preferences, such as our tendency for extroversion or introversion. Often, however, both IQ and personality are inadequate means of predicting someone's actual performance at work. Many employees

with a high IQ performed poorly in their work, while people with a moderate IQ performed extremely well. Thus, the concept of intelligence expanded beyond the linguistic, mathematical and logical elements, and encompassed audiovisual, music, kinesthetic, intrapersonal (internal) and interpersonal (with others) intelligence.

According to their research (Bambang, Bemby, Soebyakto, Sriwijaya, 2012), which was conducted by investigating a sample of 237 business owners, emotional and overall intellectual intelligence seems to be rapidly escalating over the years due to the continuous increase in the quality of corporate executives. The results of this study confirmed the positive and direct relationship between intellectual intelligence and the quality of executives.

Emotional intelligence: Salovey and Mayer (1990) introduced the concept of emotional intelligence. However, Daniel Goleman promoted the topic in a series of books entitled “Emotional Intelligence” (Goleman, 1995). EI is defined as “the capacity of recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” (Goleman 1998a, 317). D. Goleman was also the first scholar who highlighted the importance of emotional and social intelligence in the workplace and the business reality.

Usually when EI is discussed, we tend to create various thoughts, but those are actually just misconceptions about what emotional intelligence is. Goleman (1998) cites the most common of these. Emotional intelligence, therefore, **does not mean:**

- Simply being "good and sensitive to the feelings of others".
- “Letting your emotions uncontrolled by expressing exactly what you feel”
- That it is genetically determined or develops only during the early years of childhood

3.2 What is emotion and what do we need it for?

Emotion is a term whose precise definition has been argued by psychologists and philosophers for more than a century. The very root of the word "emotion" implies that there is a tendency for movement and action (motion). All emotions are, in essence, urges for action, momentary plans. In fact, every emotion prepares the body for a completely different kind of reaction.

There are many emotions in a variety of shades, most notable of emotions being anger, sadness, fear, love, shame, and more. Moods, mentality and affective disorders are undeniable dimensions of emotion. Sociologists emphasize the value of emotions by explaining that emotions lead us to face difficult situations that are too important to be left to logic alone. When it comes to making our decisions and actions, what we feel counts exactly the same and often more than what we think or believe. Therefore, our emotions are related to our adjustment to the conditions of life and work and affect, in combination with our rationale, our professional and personal success on many levels.

3.3 Emotional Intelligence: Trait or Ability?

The definition of emotional intelligence has been argued by many researchers over the years. For the purposes of the thesis, the definition of EI is “the capacity of recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships” (Goleman 1998a, 317). However, different views have emerged on the business level, which have led to two concepts - models of emotional intelligence, which we use depending on what we want to consider:

3.3.1 Emotional intelligence: Ability model

Ability models regard emotional intelligence as a mental ability that enables us to understand our own emotions and the emotions of others, regulate, understand them and use them in order to guide our actions and influence the actions of others. By examining this approach, we can notice that it encompasses and connects concepts of psychology, which exist to varying degrees in all people having a strong effect in all aspects of their lives. A person with a high level of emotional intelligence is capable of combining all these different skills and using them appropriately. These skills are:

- **Self-Awareness**

To understand our emotions at each particular moment and to know our internal emotional state and to use these emotions to the decision-making process. To make a realistic assessment of our abilities and to have a well-documented sense of confidence (emotion awareness, accurate self-esteem, confidence).

- **Self-Management**

To be able to manage one's internal condition, impulses and personal resources (self-control, conscientiousness, adaptability, innovation). Self-management is important as it can keep emotions of anger or anxiety controlled in order not to take over our actions.

- **Social-Awareness**

Social-awareness is to understand how other people feel. In addition, social-awareness is the ability to identify and understand emotions of other people.

- **Relationship-Management**

Relationship-management is the ability to manage emotions in others (Goleman, 1996). Empathy is very important in relationship management. Empathy is defined as the ability to understand how others feel, what others need or what others are afraid of. In short, it is the ability to put ourselves in another person's shoes.

This four-dimensional model was introduced by Boyatzis (2000) as a refinement of the five-dimensional model of Goleman (1998a).

Mayer, Salovey and Caruso (2000) argued that these components function as a hierarchical structure based on perception and self-awareness, and place self-regulation at the top as the most complex and difficult of the four.

3.3.2 Emotional intelligence: Trait model

It is a masterpiece of personal, emotional, and social skills that influence one's ability to cope successfully with pressures and requirements of the surrounding environment. The set of these skills is generally summarized in the following five elements (Bar-On 1985):

- **Personal Skills**

The skill to be self-aware and understand our emotions.

- **Social Skills**

The skill to understand the emotions of others and to create strong relationships.

- **Adaptability**

One's ability to verify one's emotions, accurately assess one's situation, flexibly change one's emotions and thoughts, and solve problems.

- **Stress-management skills**

The ability to cope with stress well and to control strong emotions.

- **Activation factors and general mood factors**

To be optimistic, enjoy the relationship with oneself and others, and feel and express happiness.

Another approach to this model emphasizes on the emotional intelligence skills which claims to be: self-awareness, emotion management, awareness of the social environment, and social skills. That is, in addition to the emotional skills that have been mentioned before, we also consider how successfully we handle emotions in relationships and understand social situations. As a result, we use these skills to persuade, lead, negotiate, and succeed in teamwork (Boyatzis, Goleman 2001).

3.4 Conclusions

It is evident that in both models emotions are the centre piece, however with a slightly different role. In the first model, emotional intelligence is seen as an innate ability, while in the second, emotions are either linked to or are supportive of the model's skills and emotional intelligence is seen as a personality trait.

In recent years, there has been great interest in developing the theoretical background of emotional intelligence in order to determine whether this concept is responsible for differences that have not yet been correlated with intelligence or personality in various areas, such as: 1) success in life (Bar-On 1997, Goleman 1995), 2) well-being (Dulewicz et al., 2001; Palmer et al., 2001), 3) physical and mental health (Ciarrochi et al., 2002; Salovey et al., 2000; Taylor, 2001), and 4) interpersonal relationships.

According to Dulewicz & Higgs (2003), existing theoretical background of emotional intelligence has been the subject of research in areas such as psychology and management, while its limited applications to businesses and organizations is mostly based on derived arguments and hypotheses. However, in the last decade, research has focused on how emotional intelligence can predict behaviors in the business environment, such as leadership, professional recognition, team spirit, and job performance. Research suggests that individuals with a high index of emotional intelligence are more likely to: 1) succeed professionally (Dulewicz & Higgs 1998), 2) manage more effectively (Cooper & Sawaf 1997; Palmer et al. 2000; Higgs & Rowland, 2002), 3) function effectively in groups (Rice, 1999), 4) adapt more easily to stressful situations (Nikolaou & Tsousis, 2002).

Although this research has not yet produced significant results related to the prediction of leadership, it has been shown that EI is strongly correlated with specific components of leadership and especially with components of transformational leadership. This correlation is examined later in this thesis. Finally, based on the literature review and the different models of measuring EI, we could conclude that ability models of measuring EI are more accurate. This is because trait models or mixed models include in the measurement parameters which are not related to emotional intelligence and therefore increase the degree of construct irrelevant variance (Mayer, Salovey, Caruso, 2008). Regardless of the different models for measuring EI, what is important within organizations is to identify the possible correlations between the process of Leadership and the level of EI of the managers. Extensive literature which has tried to evaluate this correlation exists as described in the next chapter.

4. Transformational Leadership and Emotional Intelligence

The relationship between transformational leadership and emotional intelligence is an area of modern scientific research. Over the last decade, the majority of leadership research has been dominated by the investigation of transformational and charismatic leadership theories. Leadership behavior through these surveys is expressed through several characteristics, however the most significant characteristics which are also related to EI are the following:

- Personality characteristics (Hoogh, Hartog, and Koopman, 2005; Houghton, Bonham, Neck, and Singh, 2004);
- Leadership behaviors (Mackenzie, Podsakoff, and Rich, 2001) and

Recent research on leadership behaviors has focused on investigating multidimensional aspects of intelligence as a suitable space for applying transformational leadership. These views of leadership assume that leadership is more effective when the leader uses emotional and inspirational techniques of influence to lead the organization and its employees (Bass, 1985). Later, Bass (2002), who correlated cognitive, social, and emotional components of intelligence with transformational dimensions of leadership, concluded that cognitive, social, and emotional components of intelligence are critical for the effectiveness of transformational leadership.

In short, it has been concluded that those who are established as successful and consistent leaders are those who possess basic social, emotional, behavioral, and cognitive abilities in interpreting the different situations, as they may possess an extensive behavioral repertoire, so they are able to select and establish the appropriate situational replies (Bass, 2002; Zaccaro, 2002). These individuals have the experience and flexibility to adjust their behavior and increase their influence on others' perceptions regarding their abilities and organizational success. A subsequent analysis showed that transformational leadership is an important and critical factor in the outcome of a variety of variables such as: responsibility, job satisfaction, and effectiveness of the leader's working group (Judge and Piccolo, 2004).

Various researchers have extensively studied the concept of emotional intelligence (Bar-On & Parker, 2000; Ciarrochi, Forgas, & Mayer, 2001; Mayer & Salovey, 1997; Parker, Taylor, & Bagby, 2001). Emotional intelligence is positively associated with transformational leadership or with most components of transformational leadership as has been confirmed by multiple scientific researches. This leadership style leads to job satisfaction and efficiency (De-Groot, Kiker, and Cross, 2000; Lowe, Kroeck, and Sivasubramanian, 1996; Srivastava and Bharamanaikar, 2004).

Two main methodologies have emerged:

- A mixed model, which combines emotional skills with personality dimensions such as optimism and self-esteem (Bar-On, 1997; 2006; Goleman, 1998) and
- An ability model, which focuses on how individuals process and analyze the emotional information and abilities required for such processing (Brackett and Salovey, 2006; Mayer and Salovey, 1997; Mayer, Caruso, and Salovey, 2000). Mayer and Salovey's (1997) model focuses on the emotional abilities of leaders such as being able to perceive different situations, evaluate information, and manage emotions either in terms of self-management or in terms of social-management (others). Studies have shown that emotion also plays a critical role in the perception and appearance of leaders in teams (Pescosolido, 2002). For example, a person's charisma and empathy influence his or her perception of being a leader (Conger and Kanungo, 1988; Conger, 1989; Kellert, Humphrey, and Sleeth, 2002) as well as leadership effectiveness (Cooper and Sawaf, 1997).

In addition to theoretical approaches (eg Bass, 2002; Brown and Moshavi, 2005) that have focused on transformational leadership and its correlation to emotional intelligence, empirical studies to date (eg Barbuto and Burbach, 2006; Barling , Slater, and Kelloway, 2000; Mandell and Pherwani, 2003; Sosik and Megerian, 1999) show that these concepts are positively correlated.

In more detail, it has been shown that individuals with high emotional intelligence develop a transformative style of leadership to a greater extent than those with lower levels of emotional intelligence. However, research shows that the individual, the team, and their cohesion can play a critical role in such relationships. Finally, several researchers (e.g., Caruso, Mayer, & Salovey, 2002) focused on the ability of leaders to recognize the feelings of others, how leaders could use emotions to supervise their subordinates within teams and how emotions could be used to develop leadership skills. These abilities and skills are critical in leadership processes because they are perceived positively by employees. Therefore, the relationship that emerges between the transformational leaders and their subordinates is highly emotional.

For example, transformational leaders use emotional support towards their subordinates and are able to communicate their emotions regarding their expectations (Avolio and Bass, 1988; Bass, 1997). They are also able to benefit from the emotional commitment of their subordinates (Dionne, Yammarino, Atwater, and Spangler, 2004). In addition, transformational leaders exhibit various non-verbal emotional skills for which they are perceived as effective and charismatic leaders (Weierter, 1997). A significant amount of research has been inspired by the desire to understand the high efficiency of transformational leaders (Bass, 1997; 1998; 2002; Hunt and Conger, 1999; Eagly and Johannesen-Schmidt, 2001; Kirkpatrick and Locke, 1996) and their ability to motivate their subordinates to improve their performance (Conger and Kanungo, 1988; House, 1977; Lowe et al., 1996). Most of these studies have shown that emotional intelligence has a significant positive correlation with most of the components of transformational leadership and strengthens the transformational leadership style (Mandell and Pherwani, 2003; Ashkanasy and Tse, 2000; Sosik and Megerian, 1999).

Effective transformational leaders must have the ability - intuitive insight to identify the emotions of others and provide guidance where and when necessary. The results of

measurements of the relationship between cognitive, social, and emotional components of intelligence and views on transformational leadership (Hoffman BJ and Frost BC, 2006) showed that the multiple intelligence framework (emotional, cognitive, and social) requires transformational leadership. The sample for this study consisted of 86 physicians with a mean age of 38.4 years enrolled in a large university MBA program. More specifically, significant correlations were found between cognitive social and emotional intelligence with intellectual motivation, charismatic leadership and individualized consideration. Another questionnaire survey among 43 executives showed that emotional intelligence correlated with various components of transformational leadership and that effective leadership is applied by those leaders who demonstrated transformational rather than transactional leadership styles (Palmer B, Walls M., Burgess Z., Stough C., 2001).

A research study in the field of organizational behavior, demonstrated that the leader to positively influence the emotions of the team members, by first adjusting their (self-) emotions. Then, the research suggested ways so that leadership can respond effectively to the challenges of an ever-changing environment (Schyns, Meindl, & Croon, 2007). A study by (R Müller, R Turner 2010) conducted on 400 people to collect data on the leadership competence of successful managers in different categories of occupation. The intellectual, managerial and emotional intelligence of executives from the fields of information and telecommunications engineering was therefore evaluated. It was noted that the degree of development of intellectual and emotional intelligence was high in all disciplines and the leadership style differed according to the complexity of the tasks. For simple tasks, the transactional leadership style fit more, while for complex tasks the transformational leadership style was more appropriate. This also suggests that situational leadership can also be an effective style depending on the different situations.

In Greece, a contemporary research on the correlation between emotional intelligence and transformational leadership, involving 267 executives of different hierarchical levels and from different organizations, showed a very positive correlation between the two concepts also leading to increased team effectiveness (Polychroniou, 2009).

Only limited research regarding leadership and EI has been performed in Greece. Therefore, this thesis aims to contribute to the research by evaluating if managers in a large Greek organization are informed regarding the concepts of Leadership and if they make

use of these modern techniques related to EI and Leadership when performing their everyday tasks. The outcome of the research is to define if Green managers of a large organization are aligned with and informed about the modern theories of Leadership and if and how these concepts are applied in Greek organizations. The detailed description of the research methodology is described in Part 2 of the current thesis.

Part 2

5. Individual research

Following the theoretical background, that is, conducting a literature review in order to present secondary data from the relevant scientific literature, an empirical research was conducted as it is considered an essential part of this thesis. This descriptive research is conducted with the aim of accurately describing those variables that are part of the research problem. Finally, it was considered necessary to conduct a study in order to identify unrelated, independent and dependent variables and to determine the type of dependence between them. The descriptive and explanatory research was based on primary data collection. There are a wide range of methodologies that can be used to conduct research. The suitable methodology which should be used, ultimately depends on how the problem is examined. According to Ghauri, designing a research is a strategic choice focused on identifying an approach that will enable the research problem to be investigated in the best possible way. According to Pallant (2001), proper research planning ensures that the information collected is accurate and relevant to its stated goals and objectives. There is a commonly accepted set of steps or stages that are usually followed to conduct a successful research. These stages are performed simultaneously and are mutually affected. These steps are:

- 1) Defining the problem (i.e. the cases),
- 2) Selecting the research methodology,
- 3) Selection of data collection methodology,
- 4) Sample selection,
- 5) Data analysis and
- 6) Presentation of research findings.

As we have already mentioned, transformational leaders who display high levels of emotional intelligence are more likely to express effective behaviors in managing relationships - conflicts with their subordinates so that teamwork is effective. (Sternberg,

1985; Bass and Avolino, 1993; Megerian and Sosik, 1996; Morris and Feldman, 1996; Goleman, 1998; 2001; Bass, 2002; Rahim et al., 2002; 2006). Goleman (2001) shows that in the workplace emotional intelligence is associated with skills such as social skills, motivation, and empathy. (see also Rahim et al. 2002). Empathy and social skills include the ability of the leaders to perceive the emotions, feelings, and needs not only their own but those of their subordinates as well and to help others regulate their feelings and behaviors to achieve their desired goals. Motivation is needed to help a person stay active and positive in achieving goals (Sosik and Megerian, 1999; Druskat and Wolf, 2001).

The present study is based on the hypothesis that, if, executives/managers in their day-to-day work behavior exhibit skills such as self-regulation and self-control, developing the three dimensions of emotional intelligence, then they develop charisma, intellectual motivation, and personalized consideration, that is, they practice transformational leadership. We therefore hypothesize that managers-leaders who possess and express emotional intelligence can relate to the transformational leadership model for a variety of reasons. Employees are likely to empathize with a transformational leader - manager who rewards their efforts and is willing to help them improve their work performance so as to increase the effectiveness of the team. In addition, managers with empathy are likely to recognize but also take an active interest in the needs of employees. Motivation could be a useful tool in effectively tackling the conflict between the manager and the subordinate (in the process of achieving the goals) in order to obtain the soonest positive result. Therefore, the three dimensions of emotional intelligence are likely to be related to leaders' idealized influence or charisma. Based on the above, we assume that social skills, motivation, and empathy (dimensions of emotional intelligence) are positively related to the manager's transformational effectiveness in the organization. In this study involving managers from a large private company in the technological sector, effort is made to firstly illustrate, the level of skills of emotional intelligence of managers.

The definition of the research problem and therefore the purpose of this thesis is defined by the following assumptions:

Hypothesis 1. Managers are informed and make use of modern emotional intelligence techniques in their daily managerial tasks.

Hypothesis 2. The use of emotional techniques positively contributes to the effectiveness of the organization and their development can lead to managing using appropriate leadership styles.

5.1 Data collection

The present research was conducted using a questionnaire. The questionnaire was addressed to managers working for a large private company. A total of 60 questionnaires were distributed within the organization. From the 60 questionnaires 34 were filled out by managers of the organization with an average time to complete of 4 minutes.

As to the structure of the questionnaire, the first part includes the sample demographic characteristics (gender, age, education, years of work, years in a managerial position). In the second part of the anonymous questionnaire, characteristics related to the perception of emotional intelligence in the management of an organization are analyzed. Participants were asked to **self-rate** whether and to what extent they agree with certain hypotheses related to management within the organization. Specifically, there were 17 statements, based on available literature, on the exercise of emotional intelligence for which managers were asked to state their degree of agreement. In addition, participants were asked to rate their awareness of emotional intelligence techniques, their use of such modern techniques, their effectiveness and their role in managing human resources through appropriate leadership styles. The full questionnaire is presented in Appendix 1.

The statistical analysis of the responses was performed with the SPSS 22.0 statistical package, performing regularity check, validity - reliability check, frequency - percentage analysis and descriptive and inferential statistics.

5.2 Research limitations

Having completed the preparation of the questionnaires for the survey, we should consider the limitations of this specific survey. Undoubtedly, there are a number of limitations identified at the time of writing and after the completion of this study. It should be noted that research on the issues under consideration requires more time in order to examine different parameters of emotional intelligence, leadership and their correlation. Due to the limited available time, the study could not extend to different sections.

The analysis also suffers from the small size of the sample. A larger sample is needed to investigate representative of the further relationship between emotional intelligence and transformational leadership in Greek enterprises. In addition, due to the lack of additional time, the survey only focuses on one large private Greek company and the results of the survey are only representative of the culture of this specific company.

At the same time, in this study, specific aspects of the subject were explored, while other dimensions such as the role played by emotional intelligence in the charismatic-transformational leadership of business executives were not studied at all. This was because they were deemed to require, analysis, not necessary for the purposes of this research. Finally, the questionnaire was addressed to managers who had to rate their selves. Therefore, the answers to the questionnaire are subjective in the sense that managers were self-rated and their answers are only representative of their own opinions. A 360 questionnaire in which employees would also be given the same questions with the purpose to rate their managers would provide additional results for comparison. However, such an elaborate analysis was not feasible due to the time constraints of this thesis.

6. Data analysis – Results

6.1 Reliability Analysis

The reliability of the questionnaire was tested with the use of the Cronbach's alpha index. The results were very satisfactory (0.847), above 0.7 which is the threshold to have a reliable questionnaire.

6.2 Statistical Analysis

Descriptive and inferential statistics were used in this study. Descriptive statistics were used in order to present the participants' characteristics and their answers to the main body of the questionnaire. In addition, inferential statistics were used, more specifically the Mann -Whitney test was applied after checking for normality of the data using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The statistical analysis was performed with the use of the statistical software SPSS22.0.

6.3 Results

Table 1. Participants' characteristics

		N	%
Gender	Male	30	88,2%
	Female	4	11,8%
Age	18-25	1	2,9%
	26-35	14	41,2%
	36-45	9	26,5%
	46-55	7	20,6%
	>55	3	8,8%
Educational level	Bachelor's degree (university)	6	17,6%
	Master's degree	27	79,4%
	Ph.D. or higher	1	2,9%
How long have you been working in the organization	0-1 year	2	5,9%
	1-3 years	6	17,6%
	3-7 years	9	26,5%
	>7 years	17	50,0%
How long have you been in a managerial position in the organization	0-1 year	1	2,9%
	1-3 years	11	32,4%
	3-7 years	6	17,6%
	>7 years	16	47,1%

According to Table 1, the ratio of male and female participants is 88.2% and 11.8% respectively. 41.2% of the participants are 26 – 35 years old, 26.5% of the participants 36 – 45 years old, 8.8% of the participants are above 55 years old and the rest 2.9% of the participants are 18 – 25 years old.

Furthermore, 79.4% of the participants have a master degree, 17.6% of the participants have a bachelor's degree and the rest 2.9% of the participants have a Ph.D. In addition, 50% of the participants have been working in the organization more than 7 years, 26.5% of the participants have been working 3 – 7 years, 17.6% of the participants have been

working 1 – 3 years and the rest 5.9% of the participants have been working less than 1 year in the organization.

Finally, 47.1% of the participants have been working in a managerial position in the organization more than 7 years, 17.6% of the participants have been working 3 – 7 years, 32.4% of the participants have been working 1 – 3 years and the rest 2.9% of the participants have been working in a managerial position less than 1 year in the organization.

Table 2. Participants' perception regarding leadership

	<i>Strongly disagree</i>		<i>Disagree</i>		<i>Neither agree nor disagree</i>		<i>Agree</i>		<i>Strongly agree</i>		<i>Strongly agree & agree</i>
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	
To what extent are you as a manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management	3	8,80%	6	17,60%	15	44,10%	9	26,50%	1	2,90%	29,40%
To what extent do you as a manager believe that you make use of Emotional Intelligence when performing your managerial role	1	2,90%	4	11,80%	9	26,50%	18	52,90%	2	5,90%	58,80%
The manager pursues success but is not obsessed by it	0	0,00%	4	11,80%	7	20,60%	15	44,10%	8	23,50%	67,60%
The manager is honest regarding his/her feelings and his/her intentions	0	0,00%	4	11,80%	7	20,60%	14	41,20%	9	26,50%	67,70%
The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.	0	0,00%	2	5,90%	6	17,60%	17	50,00%	9	26,50%	76,50%
The manager is always available, takes responsibility and is open to criticism	0	0,00%	4	11,80%	3	8,80%	10	29,40%	17	50,00%	79,40%
The manager is decisive and able to manage conflicts quickly before these escalate out of control	0	0,00%	1	2,90%	6	17,60%	13	38,20%	14	41,20%	79,40%
The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments	0	0,00%	1	2,90%	5	14,70%	13	38,20%	15	44,10%	82,30%

The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates	0 0,00%	1 2,90%	5 14,70%	21 61,80%	7 20,60%	82,40%
The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal	0 0,00%	1 2,90%	4 11,80%	16 47,10%	13 38,20%	85,30%
The manager motivates his subordinates by triggering the appropriate emotion	0 0,00%	1 2,90%	4 11,80%	17 50,00%	12 35,30%	85,30%
To what extend do you as a manager agree that the use of Emotional Intelligence contributes to positively to the job outcomes of the subordinates and to the efficiency of the organization	0 0,00%	1 2,90%	4 11,80%	19 55,90%	10 29,40%	85,30%
The manager is confident and allows his/hers subordinates to be flexible and develop	0 0,00%	1 2,90%	2 5,90%	18 52,90%	13 38,20%	91,10%
The manager expresses himself/herself clearly and interpersonal communication is important to him/her	0 0,00%	1 2,90%	2 5,90%	15 44,10%	16 47,10%	91,20%
The manager is supportive and makes others feel valuable	0 0,00%	1 2,90%	1 2,90%	18 52,90%	14 41,20%	94,10%
To what extend do you as a manager agree that effective leadership in teams has a positive effect on the organization.	0 0,00%	0 0,00%	0 0,00%	11 32,40%	23 67,60%	100,00%

According to Table 2, 100% of the participants agreed as managers that that effective transformational leadership in teams has a positive effect on the organization. 94.1% of the participants agreed that the manager is supportive and makes others feel valuable, 91.2% of the participants agreed that the manager expresses himself/herself clearly and interpersonal communication is important to him/her, 91.1% of the participants agreed that the manager is confident and allows his/hers subordinates to be flexible and develop, 85.3% of the participants agreed that the use of Emotional Intelligence contributes positively to the job outcomes of the subordinates and to the efficiency of the organization, while 85.3% of the participants agreed that the manager motivates his subordinates by triggering the appropriate emotion and 85.3% of the participants agreed that managers

attention to detail without being consumed by details and focuses on the larger picture, on the final goal.

82.4% of the participants agreed that the manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates, 82.3% of the participants agreed that the manager does not hold a judgmental or critical attitude towards his/hers subordinates. 79.4% of the participants agreed that the manager is decisive and able to manage conflicts quickly before these escalate out of control, 79.4% of the participants agreed that the manager is always available, takes responsibility and is open to criticism, 76.5% of the participants agreed that the manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity, 67.7% of the participants agreed that the manager is honest regarding his/her feelings and his/her intentions, 67.6% of the participants agreed that the manager pursues success but is not obsessed by it, 58.8% of the participants agreed that they make use of Emotional Intelligence when performing their managerial role and 29.4% of the participants agreed that they are informed regarding the modern techniques of Emotional Intelligence in the context of performing management.

Approximately 30% of the participants argued that they are well informed regarding modern techniques of Emotional Intelligence and approximately 40% of the participants provided a neutral reply. The result suggests that the concepts of emotional intelligence and leadership have become widely discussed within organizations. Managers across all industries have been trained and have been educated accordingly as organizations understand the importance of these concepts and their effect towards success. However, a significant percentage of the participants gave a neutral reply suggesting that more efforts are required in order to educate managers about these modern concepts of Emotional Intelligence.

On the other hand, as mentioned in the previous chapters, this questionnaire is based on a self-assessment and this might add some subjectivity in the results. There is the possibility that managers would reply positively in these statements even if they do not apply these techniques or even if they are not fully informed about the concepts of emotional intelligence and leadership. That is the reason why such studies should be accompanied by

a 360° assessment when employees would assess their managers as well regarding the same statements presented in Table 2.

Table 3. Normality test

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
How long have you been working in the organization	,299	34	,000	,785	34	,000
How long have you been in a managerial position in the organization	,298	34	,000	,778	34	,000
The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments	,266	34	,000	,804	34	,000
The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates	,324	34	,000	,800	34	,000
The manager is honest regarding his/her feelings and his/her intentions	,249	34	,000	,861	34	,001
The manager is always available, takes responsibility and is open to criticism	,288	34	,000	,758	34	,000
The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal	,248	34	,000	,806	34	,000
The manager expresses himself/herself clearly and interpersonal communication is important to him/her	,282	34	,000	,754	34	,000
The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.	,279	34	,000	,842	34	,000
The manager is supportive and makes others feel valuable	,270	34	,000	,733	34	,000
The manager is decisive and able to manage conflicts quickly before these escalate out of control	,250	34	,000	,819	34	,000
The manager pursuits success but is not obsessed by it	,263	34	,000	,862	34	,001

The manager is confident and allows his/hers subordinates to be flexible and develop	,266 34 ,000	,765 34 ,000
The manager motivates his subordinates by triggering the appropriate emotion	,261 34 ,000	,809 34 ,000
To what extend are you as a manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management	,247 34 ,000	,894 34 ,003
To what extend do you as a manager believe that you make use of Emotional Intelligence when performing you managerial role	,311 34 ,000	,838 34 ,000
To what extend do you as a manager agree that the use of Emotional Intelligence contributes to positively to the job outcomes of the subordinates and to the efficiency of the organization	,289 34 ,000	,805 34 ,000
To what extend do you as a manager agree that effective leadership in teams has a positive effect on the organization.	,429 34 ,000	,591 34 ,000
a. Lilliefors Significance Correction		

According to Table 3 and the normality tests, Kolmogorov-Smirnov and Shapiro-Wilk, the data do not follow the normal distribution. Therefore, a non-parametric test has been used in the following tables and more specifically the Mann-Whitney test.

Table 4. Differences between male and female participants

	Gender							
	Male			Female			U	p
	M	Md	SD	M	Md	SD		
The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments	4.20	4	0,85	4.50	4,5	0,58	50	0,563
The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates	4.03	4	0,72	3.75	4	0,5	45	0,356
The manager is honest regarding his/her feelings and his/her intentions	3.90	4	0,96	3.25	3,5	0,96	37,5	0,205
The manager is always available, takes responsibility and is open to criticism	4.13	4,5	1,07	4.50	4,5	0,58	53	0,685
The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal	4.20	4	0,76	4.25	4,5	0,96	57	0,861
The manager expresses himself/herself clearly and interpersonal communication is important to him/her	4.40	5	0,77	4.00	4	0	34	0,123
The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.	4.00	4	0,79	3.75	4	1,26	55,5	0,794
The manager is supportive and makes others feel valuable	4.30	4	0,7	4.50	4,5	0,58	52	0,629
The manager is decisive and able to manage conflicts quickly before these escalate out of control	4.23	4	0,86	3.75	4	0,5	36,5	0,178
The manager pursuits success but is not obsessed by it	3.80	4	0,96	3.75	3,5	0,96	55,5	0,799
The manager is confident and allows his/hers subordinates to be flexible and develop	4.27	4	0,74	4.25	4	0,5	55,5	0,787
The manager motivates his subordinates by triggering the appropriate emotion	4.20	4	0,81	4.00	4	0	46	0,411
To what extend are you as a manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management	3.00	3	0,98	2.75	2,5	0,96	49	0,533

To what extend do you as a manager believe that you make use of Emotional Intelligence when performing you managerial role	3.43	4	0,94	3.75	4	0,5	49,5	0,538
To what extend do you as a manager agree that the use of Emotional Intelligence contributes to positively to the job outcomes of the subordinates and to the efficiency of the organization	4.10	4	0,76	4.25	4	0,5	55,5	0,788
To what extend do you as a manager agree that effective leadership in teams has a positive effect on the organization.	4.67	5	0,48	4.75	5	0,5	55	0,742

According to Table 4, there is not a statistical significant difference between male and female participants. This is an important result as male and female managers display similar self-rating results, both genders understanding the importance of modern techniques of emotional intelligence and leadership within the organization.

Table 5. Differences between participants above 35 years old and participants less than 35 years old

	Age							U	p
	18 - 35			35+					
	M	Md	SD	M	Md	SD			
The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments	4.07	4,00	1,03	4.37	4,00	,60	125,000	,512	
The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates	4.00	4,00	,53	4.00	4,00	,82	137,000	,826	
The manager is honest regarding his/her feelings and his/her intentions	3.33	3,00	1,11	4.21	4,00	,63	75,500	,014	
The manager is always available, takes responsibility and is open to criticism	4.07	4,00	1,16	4.26	5,00	,93	132,000	,692	
The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal	4.27	4,00	,70	4.16	4,00	,83	135,500	,791	

The manager expresses himself/herself clearly and interpersonal communication is important to him/her	4.27	4,00	,80	4.42	5,00	,69	128,000	,576
The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.	3.73	4,00	,96	4.16	4,00	,69	108,500	,201
The manager is supportive and makes others feel valuable	4.40	4,00	,63	4.26	4,00	,73	130,000	,624
The manager is decisive and able to manage conflicts quickly before these escalate out of control	4.00	4,00	,85	4.32	5,00	,82	112,000	,257
The manager pursuits success but is not obsessed by it	3.93	4,00	,88	3.68	4,00	1,00	123,500	,485
The manager is confident and allows his/hers subordinates to be flexible and develop	4.13	4,00	,83	4.37	4,00	,60	123,500	,460
The manager motivates his subordinates by triggering the appropriate emotion	4.13	4,00	,74	4.21	4,00	,79	131,000	,662
To what extend are you as a manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management	2.80	3,00	1,01	3.11	3,00	,94	121,500	,440
To what extend do you as a manager believe that you make use of Emotional Intelligence when performing you managerial role	3.27	3,00	,80	3.63	4,00	,96	105,000	,154
To what extend do you as a manager agree that the use of Emotional Intelligence contributes to positively to the job outcomes of the subordinates and to the efficiency of the organization	4.07	4,00	,59	4.16	4,00	,83	125,500	,510
To what extend do you as a manager agree that effective leadership in teams has a positive effect on the organization.	4.60	5,00	,51	4.74	5,00	,45	123,000	,404

According to Table 5, there is not a statistical significant difference between participants above 35 years old and participants less than 35 years old. This result can be explained by the fact that these concepts are nowadays widely known within organizations and all

managers understand that the success of their teams is positively affected by making use of these modern concepts. Therefore, even the less experienced managers understand the need to empathize with and motivate their subordinates as well as even the least experienced manager is familiar with the concept of leadership and the idea that a manager must first of all be a leader.

Table 6. Differences between participants with a bachelor degree and participants with a master degree or a PHD

	Educational level							
	Bachelor's degree (university)			Master's degree & Ph.D. or higher				
	M	Md	SD	M	Md	SD	U	p
The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments	4.50	4,50	,55	4.18	4,00	,86	69	0,464
The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates	4.33	4,50	,82	3.93	4,00	,66	58	0,176
The manager is honest regarding his/her feelings and his/her intentions	3.83	4,00	,75	3.82	4,00	1,02	80,5	0,868
The manager is always available, takes responsibility and is open to criticism	4.33	4,50	,82	4.14	4,50	1,08	80	0,844
The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal	4.50	4,50	,55	4.14	4,00	,80	64,5	0,336
The manager expresses himself/herself clearly and interpersonal communication is important to him/her	4.50	4,50	,55	4.32	4,00	,77	76,5	0,707

The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.	4.17	4,00	,75	3.93	4,00	,86	72,5	0,573
The manager is supportive and makes others feel valuable	4.50	4,50	,55	4.29	4,00	,71	72	0,54
The manager is decisive and able to manage conflicts quickly before these escalate out of control	4.50	5,00	,84	4.11	4,00	,83	60,5	0,255
The manager pursuits success but is not obsessed by it	4.33	4,50	,82	3.68	4,00	,94	51,5	0,12
The manager is confident and allows his/hers subordinates to be flexible and develop	4.33	4,00	,52	4.25	4,00	,75	83	0,96
The manager motivates his subordinates by triggering the appropriate emotion	4.33	4,00	,52	4.14	4,00	,80	76	0,692
To what extend are you as a manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management	3.33	3,50	,82	2.89	3,00	,99	61,5	0,281
To what extend do you as a manager believe that you make use of Emotional Intelligence when performing you managerial role	3.83	4,00	,41	3.39	4,00	,96	61,5	0,265
To what extend do you as a manager agree that the use of Emotional Intelligence contributes to positively to the job outcomes of the subordinates and to the efficiency of the organization	4.00	4,00	,63	4.14	4,00	,76	72	0,544
To what extend do you as a manager agree that effective leadership in teams has a positive effect on the organization.	4.67	5,00	,52	4.68	5,00	,48	83	0,956

According to Table 6, there is not a statistical significant difference between participants with a bachelor degree and participants with a master degree or a PHD. This could imply

that the discussed concepts are taught to managers within the organization. Typically these concepts were taught in MBA courses especially for engineers who became managers and had to adapt to the new role which is more of a human resource role rather than a purely technical role.

Table 7. Differences between participants with more than 7 years in the organization and participants with less than 7 years

	How long have you been working in the organization							U	p
	0-7 years			>7 years					
	M	Md	SD	M	Md	SD			
The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments	4.18	4,00	,95	4.29	4,00	,69	141,000	,896	
The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates	4.00	4,00	,61	4.00	4,00	,79	139,000	,827	
The manager is honest regarding his/her feelings and his/her intentions	3.47	3,00	1,12	4.18	4,00	,64	91,000	,052	
The manager is always available, takes responsibility and is open to criticism	4.00	4,00	1,17	4.35	5,00	,86	124,500	,454	
The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal	4.35	4,00	,70	4.06	4,00	,83	116,500	,292	
The manager expresses himself/herself clearly and interpersonal communication is important to him/her	4.29	4,00	,77	4.41	5,00	,71	132,500	,646	
The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.	3.94	4,00	,90	4.00	4,00	,79	139,500	,852	
The manager is supportive and makes others feel valuable	4.41	4,00	,51	4.24	4,00	,83	134,500	,697	

The manager is decisive and able to manage conflicts quickly before these escalate out of control	4.12	4,00	,78	4.24	5,00	,90	130,000	,592
The manager pursuits success but is not obsessed by it	3.88	4,00	,93	3.71	4,00	,99	128,000	,547
The manager is confident and allows his/hers subordinates to be flexible and develop	4.24	4,00	,83	4.29	4,00	,59	142,500	,938
The manager motivates his subordinates by triggering the appropriate emotion	4.12	4,00	,78	4.24	4,00	,75	130,000	,584
To what extend are you as a manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management	2.94	3,00	1,03	3.00	3,00	,94	138,000	,812
To what extend do you as a manager believe that you make use of Emotional Intelligence when performing you managerial role	3.41	3,00	,80	3.53	4,00	1,01	122,000	,396
To what extend do you as a manager agree that the use of Emotional Intelligence contributes to positively to the job outcomes of the subordinates and to the efficiency of the organization	4.18	4,00	,53	4.06	4,00	,90	140,500	,878
To what extend do you as a manager agree that effective leadership in teams has a positive effect on the organization.	4.59	5,00	,51	4.76	5,00	,44	119,000	,279

According to Table 7, there is not a statistical significant difference between participants with more than 7 years in the organization and participants with less than 7 years.

Table 8. Differences between participants with more than 7 years in the organization as managers and participants with less than 7 years

	How long have you been in a managerial position in the organization							
	0-7 years			>7 years			U	p
	M	Md	SD	M	Md	SD		
The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments	4.11	4,00	,90	4.38	4,50	,72	122,000	,412
The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates	3.94	4,00	,54	4.06	4,00	,85	124,000	,427
The manager is honest regarding his/her feelings and his/her intentions	3.33	3,00	1,03	4.38	4,00	,50	59,000	,002
The manager is always available, takes responsibility and is open to criticism	4.22	4,50	1,00	4.13	4,50	1,09	139,000	,851
The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal	4.39	4,50	,70	4.00	4,00	,82	105,500	,147
The manager expresses himself/herself clearly and interpersonal communication is important to him/her	4.22	4,00	,73	4.50	5,00	,73	110,000	,193
The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.	3.83	4,00	,86	4.13	4,00	,81	114,000	,262
The manager is supportive and makes others feel valuable	4.44	4,00	,51	4.19	4,00	,83	124,000	,435
The manager is decisive and able to manage conflicts quickly before these escalate out of control	4.06	4,00	,80	4.31	5,00	,87	116,500	,309
The manager pursuits success but is not obsessed by it	3.89	4,00	,83	3.69	4,00	1,08	131,500	,648

The manager is confident and allows his/hers subordinates to be flexible and develop	4.22	4,00	,81	4.31	4,00	,60	141,000	,908
The manager motivates his subordinates by triggering the appropriate emotion	4.06	4,00	,73	4.31	4,00	,79	111,500	,218
To what extent are you as a manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management	2.72	3,00	,89	3.25	3,00	1,00	99,000	,100
To what extent do you as a manager believe that you make use of Emotional Intelligence when performing your managerial role	3.28	3,00	,75	3.69	4,00	1,01	97,500	,079
To what extent do you as a manager agree that the use of Emotional Intelligence contributes positively to the job outcomes of the subordinates and to the efficiency of the organization	4.11	4,00	,58	4.13	4,00	,89	134,000	,700
To what extent do you as a manager agree that effective leadership in teams has a positive effect on the organization.	4.61	5,00	,50	4.75	5,00	,45	124,000	,395

According to *Table 8*, there is not a statistical significant difference between participants with more than 7 years in the organization as managers and participants with less than 7 years. The only exception was that participants with a managerial role for more than 7 years in the organization considered themselves more honest regarding their feelings and their intentions compared to participants with a managerial role for less than 7 years in the organization. This result can be attributed to the fact that experienced managers are more confident and believe that they can handle their teams more honestly due to the fact that they have a more mature approach after having earned the respect of their subordinates. In addition, experienced managers who have the same team for a longer period may believe that they have built the team according to their high standards and therefore their teams have stronger foundations. However, the questionnaire is based on a self-rating approach and therefore, this difference has to be validated by a 360o study in order to examine how subordinates would rate their managers.

In Chapter 5, two hypotheses were discussed as follows:

Hypothesis 1. Managers are informed and make use of modern emotional intelligence techniques in their daily managerial tasks.

Hypothesis 2. The use of emotional techniques positively contributes to the effectiveness of the organization and their development can lead to managing using appropriate leadership styles.

Based on the analysis of the questionnaire and hypothesis 1, we observe that approximately 30% of the managers argued that they are informed regarding emotional intelligence and emotional intelligence techniques. On the contrary, approximately 27% of the managers argued that they are not adequately informed. A very important element of research is the neutral response to whether they are informed and eventually use these techniques in their day-to-day management. Behind this neutrality there is a serious likelihood of being completely ignorant even of the existence of these forms of intelligence. Therefore, the examined organization should increase the efforts to educate managers regarding emotional intelligence. In addition, managers should dedicate some of their time in order to study these concepts and understand how they and their subordinates can benefit from making use of these concepts and techniques.

Completing the correlation and verification of the hypotheses we set at the beginning of the research process, we proceeded to verify the second hypothesis which is the core of this thesis work. The use of emotional intelligence techniques contributes positively to the effectiveness of the organization and the development of such techniques can lead to the implementation and utilization of appropriate/effective leadership. From the questionnaires and after analyzing the data, it is clear that the relationship between emotional intelligence with leadership is clear. Respondents who appeared to know and follow the development of these techniques also expressed a belief that the use of these techniques led to enhancing leadership with beneficial results. To sum up the correlation process, we verify hypothesis 2, that is, depending on the degree of knowledge of emotional intelligence techniques, their contribution to the effectiveness of the organization as well as their contribution to the development of effective leadership styles to manage the different organizational teams.

7. Conclusions

The statistical analysis conducted above resulted that more than 90% of the participants agreed as managers that that effective leadership in teams has a positive effect on the organization, the manager is supportive and makes others feel valuable, the manager expresses himself/herself clearly and interpersonal communication is important to him/her and the manager is confident and allows his/hers subordinates to be flexible and develop. In addition, more than 80% of the participants agreed that the use of Emotional Intelligence contributes positively to the job outcomes of the subordinates and to the efficiency of the organization, the manager motivates his subordinates by triggering the appropriate emotion, the manager pay attention to detail without being consumed by details and focuses on the larger picture, on the final goal, the manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates, the manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments, the manager is decisive and able to manage conflicts quickly before these escalate out of control and the manager is always available, takes responsibility and is open to criticism. Also, $\frac{3}{4}$ of the participants agreed that the manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity. Furthermore, $\frac{2}{3}$ of the participants agreed that the manager is honest regarding his/her feelings and his/her intentions, the manager pursuits success but is not obsessed by it and participants make use of Emotional Intelligence when performing their managerial role. Finally, $\frac{1}{3}$ of the participants agreed that they are informed regarding the modern techniques of Emotional Intelligence in the context of managing teams.

In the process of analyzing the results, managers' neutral response to questions on the application of emotional intelligence techniques was strongly observed. A neutrality that in many cases may hide the complete ignorance of the usefulness of emotional and social intelligence in the daily exercise of administration. It follows from this observation that there is a need for further training of the younger or more experienced managers of the examined organization.

8. Future research

The tendency of businesses and organizations, both internationally and nationally, is to increasingly focus on the efficiency and productivity improvement of their human resources, which undoubtedly represent a significant competitive advantage for every organization. The way that the parameters of emotional intelligence (Self-esteem, Self-regulation, Motivation, Self-awareness, Social skills) correlate with the components of transformational leadership (charisma, intellectual motivation, personalized assessment) in the workplace, need to be further explored. For this reason, this issue may also be a good ground for future research.

Having considered the limitations of the present research, then, some thoughts are expressed on the points on which future approaches to the subject could focus. Further research is needed to better understand the relationship between emotional and particularly social intelligence with the transformational leadership of the managers and their impact on the effectiveness of the groups that they manage/lead.

In addition, future studies should also focus on how other factors (business management, management behavior, job satisfaction and organizational commitment, skills development, goal sharing, and team learning) are related to emotion and the transformational leadership on the part of managers and therefore on whether and how they achieve the effectiveness of their groups.

In the context of future research, there is a need for a study that should combine the application of emotional and social intelligence techniques in order to lead and manage effectively in times of financial crisis. This will make it possible to draw different conclusions for applying these techniques to organizations.

It is also proposed to extend the research to many different organizations in Greece, both private, public or state-controlled. This research will focus on the differences between established cultures in the different organizations. The outcome of such a study could identify how the concepts of emotional intelligence and leadership are correlated in different companies with vastly different cultures and approaches towards success.

Finally, self-rating studies should be extended to include a 360o philosophy in which the employees will also rate their managers. In such a research we could understand the differences between what managers believe and how employees consider their managers.

Such a research would be important for Greek companies which operate in a more unstable environment especially considering the effects of the financial crisis. Therefore, in such an unstable environment Greek companies must increase their efficiency by enhancing their internal methodologies and creating a more friendly and motivating workplace.

9. References

1. Hollander, E.P. (1985). Leadership and power. In G. Lindzey & E. Aronson (Eds.), *Handbook of social psychology* New York: Random House.
2. Katz, E., Gurevitch, M., & Haas, H. (1973). On the Use of the Mass Media for Important Things. *American Sociological Review*,
3. W. Rue and Lloyd L. Byars (1983, Hardcover) *Management : Theory and Application* by Leslie
4. Goleman, D. (1998), "Working with emotional intelligence". London, Bloomsbury.
5. Mayer, J.D., Caruso, D.R. and Salovey, P. (2000), "Selecting a measure of emotional intelligence: a case for ability scales", in Bar-On, R. and Parker, J.D.A. (Eds), *The Handbook of Emotional Intelligence: Theory, Development, Assessment, and Application at Home, School, and in the Workplace*, Jossey-Bass, San Francisco, CA.
6. Bass, B.M. (1985), "Leadership and performance beyond expectations". Free Press, New York.
7. Boyatzis, R. E., and Goleman, D. (2001), "The Emotional Competence Inventory": University edition. Boston
8. Goleman, D. (1995), "Emotional intelligence". NY: Bantam Books.
9. Bar-on, R. (1997), "Bar-on Emotional Quotient Inventory (EQ-i)". Technical manual. Toronto
10. Palmer, B., Walls, M., Burgess, Z, and Stough, C. (2001), "Emotional intelligence and effective leadership". *Leadership and Organization Development Journal*
11. Dulewicz, V., & Higgs, M. J. (2003). Design of a new instrument to assess leadership dimensions and styles. Henley Working Paper Series HWP 0311. Henley-on-Thames, UK: Henley Management College.
12. Salovey, P. (2001). *Applied emotional intelligence: Regulating emotions to become healthy, wealthy, and wise*.
13. In J. Ciarrochi, & J.P. Forgas (Eds), *Emotional intelligence in everyday life: A scientific enquiry* Philadelphia PA
14. Dulewicz, V. and Higgs, M. (1998) "Emotional intelligence: can it be measured reliably and validly using competency data?" in *Competency*

15. Cooper, R. K. and Sawaf, A. (1997), "Executive EQ: Emotional intelligence in leadership and organizations". New York
16. Palmer, B.e.a.(2000) "Emotional intelligence and effective leadership" in Leadership and Organizational Development Journal
17. Higgs, M. and Rowland, D. (2002) "Does it need emotional intelligence to lead change" in Journal of General Management,
18. Rice, C. L. (1999). A quantitative study of emotional intelligence and its impact on team performance. Unpublished master's thesis, Pepperdine University, Malibu, CA. on occupational stress and organizational commitment" in The International Journal of Organizational Analysis. Αθήνα.
19. Atwater, L. E., Dionne, S. D., Avolio, B., Camobreco, J. F. and Lau, A. W. (1999), "A longitudinal study of the leadership development process: Individual differences predicting leader effectiveness". Human Relations
20. Atwater, L. E., and Yammarino, E. J. (1993), "Does self-other agreement on leadership perceptions moderate the validity of leadership and performance predictions?" Personnel Psychology
21. Hoogh De, A. H. B., Den Hartog, D. N., and Koopman, P. L. (2005), "Linking the Five-Factors of personality to charismatic and transactional leadership: Perceived dynamic work environment as a moderator." Journal of Organizational Behavior
22. Houghton, J.D., Bonham, T.W., Neck, C.P., Singh, K. (2004), "The relationship between self-leadership and personality: a comparison of hierarchical factor structures", Journal of Managerial Psychology
23. MacKenzie, S.B., Podsakoff, P.M., Rich, G. A. (2001), "Transformational and transactional leadership and salesperson performance." Academy of Marketing Science Journal 29(2)
24. Weierter, S.J.M. (1997), "Who wants to play 'follow the leader?': A theory of charismatic relationships based on routinized charisma and follower characteristics", Leadership Quarterly, Vol. 8
25. Burns, J.M. (1978), "Leadership". New York: Harper & Row.
26. Avolio, B. J. (1999), "Full leadership development. Building the vital forces in organizations." Thousand Oaks, CA. Sage.

27. Avolio, J. B. and Yammarino, J. F. (2002), "Transformational and Charismatic Leadership", Oxford, UK: Elsevier.
28. Avolio, B.J. and Bass B.M. (1988), "Charisma and beyond: Research findings on transformational and transactional leadership". In J.G. Hunt, B.R. Baliga, H.P. Dachler and Schiersheim (eds.), *Emerging Leadership Vistas*. Boston, MA: Lexington.
29. Avolio, B., Bass, B., and Jung, D. (1999), "Re-examining the components of transformational and transactional using Multi-factor Leadership Questionnaire." *Journal of Occupational and Organizational Psychology* , 72
30. Bass B., (1997), "The ethics of transformational leadership", Working papers- Academy of Leadership Press.
31. Bass, B.M. (1985), "Leadership and performance beyond expectations". Free Press, New York.
32. Bass B., (1998), "Transformational Leadership: Industrial, Military and Educational Impact.", Mahwah, NJ: Lawrence Erlbaum Associates,
33. Bass, B. M. (2002), "Cognitive, social, and emotional intelligence" In R. E. Riggio, S. E. Murphy, & F. J. Pirozzolo (Eds.), *Multiple intelligences and leadership*: Mahwah, NJ: Erlbaum.
34. Zaccaro, S. J. (2002), "Organizational leadership and social intelligence". In Riggio, R. E., Murphy, S. E. & Pirozzolo, F. J. (Eds.) *Multiple intelligences and leadership*. Mahwah, Lawrence Erlbaum Associates.
35. Judge, T. A., and Piccolo, R. (2004), "Transformational and transactional leadership: A meta-analytic test of their relative validity". *Journal of Applied Psychology*, 89
36. Salovey, P. and Mayer, J.D. (1990), "Emotional intelligence". *Imagination, Cognition and Personality*, 9,
37. Goleman, D. (1995), "Emotional intelligence". NY: Bantam Books.
38. Bar-on, R., Parker, J.D.A. (2000), "The Bar-On Emotional Quotient Inventory: Youth Version (EQ-i: YV)". Toronto, Canada: Multi-Health Systems.
39. Ciarrochi J, Forgas P. J. and Mayer D. J., (2001), "Emotional Intelligence in Everyday Life" Philadelphia: Psychology Press

40. Mayer, J.D., and Salovey, P. (1997),“ What is emotional intelligence?” In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators*. New York, Basic Books
41. Parker, J., Taylor, G. and Bagby, M.,(2001), “The relationship between emotional intelligence and alexithymia”. *Personality and Individual Differences* 30
42. DeGroot, T., Kiker, D. S., Cross, T. C. (2000), “A meta-analysis to review organizational outcomes related to charismatic leadership”. *Canadian Journal of Administrative Sciences*, 17
43. Lowe, K.B., Kroeck, K.G., Sivasubramaniam, N. (1996), “Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature”. *Leadership Quarterly*, 7
44. Srivastava, K. B. L. and Bharamanaikar, S. R. (2004), “Emotional intelligence and effective leadership behavior”. *Psychological Studies, India*, 49
45. Bar-on, R. (1997), “Bar-on Emotional Quotient Inventory (EQ-i)”. Technical manual. Toronto: Multi-Health System.
46. Bar-On, R. (2006), “The Bar-On model of emotional-social intelligence (ESI)”. *Psicothema*, 18
47. Goleman, D. (1998b), “Working with emotional intelligence”. London, Bloomsbury.
48. Brackett, M.A., Rivers, S.E., Shiffman, S., Lerner, N., and Salovey, P. (2006), “Relating emotional abilities to social functioning: A comparison of self-report and performance measures of emotional intelligence”. *Journal of Personality and Social Psychology*, 91
49. Mayer, J.D., Caruso, D.R. and Salovey, P. (2000), "Emotional Intelligence Meets Traditional Standards for an Intelligence", *Intelligence*, vol. 27, No 4
50. Mayer, J.D., and Salovey, P. (1997),“ What is emotional intelligence?” In P. Salovey & D. Sluyter (Eds.), *Emotional development and emotional intelligence: Implications for educators*, pp. 3-31. New York
51. Pescosolido, A. T. (2002), “Emergent leaders as managers of group emotion”. *Leadership Quarterly*, 13

52. Conger, J.A. and Kanungo, R.N. (eds.) (1988), "Charismatic Leadership: the elusive factor in organizational effectiveness". San Francisco: Jossey-Bass.
53. Conger, J.A. (1989), "The charismatic leader: behind the mystique of exceptional leadership". San Francisco: Jossey-Bass.
54. Cooper, R. K. and Sawaf, A. (1997), "Executive EQ: Emotional intelligence in leadership and organizations". New York: Grosset/Putnam.
55. Kellett, J. B., Humphrey, R. H., and Sleeth, R. G. (2002), "Empathy and the emergence of task and relations leaders". *Leadership Quarterly*, 17
56. Barbuto, J.E. and Burbach, M.E. (2006), "The emotional intelligence of transformational leaders: A field study of elected officials". *Journal of Social Psychology*, 146
57. Barling, J., Slater, F., Kelloway, E. K. (2000), "Transformational leadership and emotional intelligence: an exploratory study". *Leadership and Organization Development Journal*, 21
58. Mandell, B. and Pherwani, S. (2003), "Relationship between emotional intelligence and transformational leadership style: A gender comparison". *Journal of Business & Psychology*, 17
59. Sosik, J. J. and Megerian, L. E. (1999), "Understanding leader emotional intelligence and performance: The role of self-other agreement on transformational leadership perceptions". *Group and Organization Management*, 24
60. Dionne, S. D., Yammarino, F. J., Atwater, L. E., and Spangler, W. D. (2004), "Transformational leadership and team performance". *Journal of Organizational Change Management*, 17
61. Weierter, S.J.M. (1997), "Who wants to play 'follow the leader?': A theory of charismatic relationships based on routinized charisma and follower characteristics", *Leadership Quarterly*
62. Hunt, J. G., and Conger, J. A. (1999), "From where we sit: An assessment of transformational and charismatic leadership research". *Leadership Quarterly*.
63. Eagly, A.H., and Johannesen-Schmidt, M.C. (2001), "The leadership styles of women and men". *Journal of Social Issues*, 57

64. Kirkpatrick, S.A., Locke, E.A. (1996), "Direct and indirect effects of three core charismatic leadership components on performance and attitudes", *Journal of Applied Psychology*, Vol. 81
65. House, R.J. (1977), "A theory of charismatic leadership". In J.G. Hunt and L.L. Larson (eds.), *Leadership: the cutting edge*. Carbondale, IL: Southern Illinois University Press.
66. Conger, J.A. and Kanungo, R.N. (eds.) (1988), "Charismatic Leadership: the elusive factor in organizational effectiveness". San Francisco
67. Lowe, K.B., Kroeck, K.G., Sivasubramaniam, N. (1996), "Effectiveness correlates of transformational and transactional leadership: A meta-analytic review of the MLQ literature". *Leadership Quarterly*, 7
68. Mandell, B. and Pherwani, S. (2003), "Relationship between emotional intelligence and transformational leadership style: A gender comparison". *Journal of Business & Psychology*, 17
69. Ashkanasy, N. M. and Tse, B. (2000), "Transformational leadership as management of emotion: A conceptual review." In Ashkanasy, N. M., Hartel, C. E. J. & Zerbe, W. J. (Eds.) *Emotions in the workplace*. Westport, CT, Quorum Books.
70. Sosik, J. J. and Megerian, L. E. (1999), "Understanding leader emotional intelligence and performance: The role of self-other agreement on transformational leadership perceptions". *Group and Organization Management*, 24
71. Palmer, B., Walls, M., Burgess, Z, and Stough, C. (2001), "Emotional intelligence and effective leadership". *Leadership and Organization Development Journal*, 22
72. Schyns, B., Meindl, J.R. and Croon, M.A. (2007), "The Romance of Leadership Scale-Cross cultural testing and refinement." *Leadership*, 3
73. Polychroniou, P. (2009), "Relationship between emotional intelligence and transformational leadership of supervisors. The impact on team effectiveness" *Team Performance Management*
74. Zaccaro, S. J. (2002), "Organizational leadership and social intelligence". In Riggio, R. E., Murphy, S. E. & Pirozzolo, F. J. (Eds.) *Multiple intelligences and leadership*. Mahwah, Lawrence Erlbaum Associates.

75. Stogdill, R.M. (1950), "Leadership, membership and organization". Psychological Bulletin, 47
76. Conger, J.A. (1989), "The charismatic leader: behind the mystique of exceptional leadership". San Francisco
77. Conger, J.A. and Kanungo, R.N. (eds.) (1988), "Charismatic Leadership: the elusive factor in organizational effectiveness". San Francisco
78. Pallant J. (2001) SPSS survival manual. New York. Open University Press
79. Sternberg, R. J. (1985). Beyond IQ: A triarchic theory of human intelligence. New York: Cambridge University Press.
80. Morris, A. J., & Feldman, D. C. (1996). Managing emotions in the workplace. Journal of Managerial Issues 9.
81. Goleman, D.(1998a), "What makes a leader?" Harvard Business Review, November- December
82. Rahim, M.A., Psenicka, C., Zhao, J.H., Yu, C.S., Polychroniou, P., Chan, K.A., Yee, K.W., Alves, M.G., Lee, C.W., Rahman, M.S., Ferdausy, S. and Wyk, R.V. (2002), "A model of emotional intelligence and conflict management strategies: A study in seven countries", International Journal of Organizational Analysis.
83. Rahim, M.A., Psenicka, C., Polychroniou, P., Oh, S.-Y., Ferdausy, S. and Dias, J.F. (2006), "Emotional intelligence and transformational leadership: a group level analysis in five countries", Current Topics in Management, Vol. 11, Transaction Publishers, Piscataway, NJ
84. Druskat, V.U. & Wolf S.B. (2001). Building the Emotional Intelligence of groups. Harvard business review 79.
85. Dadehbeigi, M, Shirmohammadi, M, Ershadi, S, "Emotional Intelligence and Leadership: A literature review".
86. Cheok, S. L., O'Higgins, E. R. E, "Enhancing employee outcomes: The interrelated influences of managers' emotional intelligence and leadership style", Leadership and Organization Development Journal, Vol. 33, Iss:2, pp. 149-174, 2011
87. Mayer, J. D., Salovey P., Caruso, D. R, "Emotional Intelligence: New ability or eclectic traits?", American Psychologist, Vol. 63, No. 6, 503-517, 2008

88. Harms, P. D., Credé, M., “Emotional Intelligence and Transformational and Transactional Leadership: A meta-analysis”, Leadership Institute Faculty publications, 2010

Annex A

QUESTIONNAIRE

This questionnaire has been created in order to investigate the development of Emotional and Social Intelligence in the context of management in our Company. The questionnaire is anonymous and its completion is required for scientific reasons. You are kindly requested to spend a few minutes from your precious time to help me with my research. This research is part of my MBA thesis.

PART A

- 1. Please state your gender**
 - a. Female
 - b. Male
- 2. Please state your age**
 - a. 18-25
 - b. 26-35
 - c. 36-45
 - d. 46-55
 - e. >55
- 3. Please state your educational level**
 - a. High school
 - b. Bachelor's degree (university)
 - c. Bachelor's degree (technical institution)
 - d. Master's degree
 - e. Ph. D. or higher
- 4. How long have you been working in the organization**
 - a. 0-1 year
 - b. 1-3 years
 - c. 3-7 years
 - d. >7 years
- 5. How long have you been in a managerial position in the organization**
 - a. 0-1 year
 - b. 1-3 years
 - c. 3-7 years
 - d. >7 years

PART B

A/A	Question	Strongly Disagree	Disagree	Neutral (Neither disagree nor agree)	Agree	Strongly Agree
A1	The manager does not hold a judgmental or critical attitude towards his/hers subordinates. Criticism is always performed using constructive comments					
A2	The manager is sympathetic towards others and their feelings and makes use of examples from his/her own experience to assist his/her subordinates					
A3	The manager is honest regarding his/her feelings and his/her intentions					
A4	The manager is always available, takes responsibility and is open to criticism					
A5	The manager pays attention to detail without being consumed by details and focuses on the larger picture, on the final goal					
A6	The manager expresses himself/herself clearly and interpersonal communication is important to him/her					
A7	The manager shares emotions and thoughts with his subordinates in order to create a stronger sense of team identity.					
A8	The manager is supportive and makes others feel valuable					

A9	The manager is decisive and able to manage conflicts quickly before these escalate out of control					
A10	The manager pursuits success but is not obsessed by it					
A11	The manager is confident and allows his/hers subordinates to be flexible and develop					
A12	The manager motivates his subordinates by triggering the appropriate emotions					
A13	To what extent is the manager informed regarding the modern techniques of Emotional Intelligence in the context of performing management					
A14	To what extent do you as a manager believe that you make use of Emotional Intelligence when performing you managerial role					
A15	To what extent do you as a manager agree that the use of Emotional Intelligence contributes to positively to the job outcomes of the subordinates and to the efficiency of the organization					
A16	to what extent do you as a manager agree that effective leadership in teams has a positive effect on the organization.					