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THESIS

The impact of transformational leadership on job satisfaction and organizational citizenship behavior: The mediating role of affective trust and emotional intelligence

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INTRODUCTION

During the past years there have been many studies regarding the effect leadership has on job Satisfaction. There are also many studies that prove there is a close relation between leadership and trust (Miao, Newman, Huang, 2014). The degree of subordinate trust in their immediate supervisor has been typically used to capture the quality of the social exchange relationship between the subordinate and the supervisor (Lewicki, Wiethoff and Tomlinson 2005; Lavelle, Rupp and Brockner 2007).

Moreover, there are many studies concerning emotional intelligence and its role in an organization or company. How do employees react when they are supervised by an emotionally intelligent person? Emotional intelligence is how a person could effectively deal his/ her and other person's emotions with regards to a set of his/ her abilities. (Salovey and Mayer, 1990).

The past 10 years many studies seem to focus on the role of organizational citizenship behavior has inside a company. OCB includes suggestions for improvements to an organization such as taking on extra work, avoiding behaviors such as time off and peer protests. In this study I will seek a connection between trust, emotional intelligence and organizational citizenship behavior.

Though Greece has suffered a severe economic crisis, this study is supposed to prove that employees can be satisfied from their jobs when they have motives other than compensation and reward system. The goal of this study is to prove that some leadership traits such as affective trust and emotional intelligence are vital to the employees' well-being inside a company.

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1 THEORITICAL FRAMEWORK

1.1 TRANSFORMATIONAL LEADERSHIP

There are many leadership theories, but transformational Leadership (TL) has been a widely researched area for the last three decades. A study by Bass (1985) did a great deal of work on TL and developed and publicized this theory founded by Bryman (2004). A study by Bass & Avolio, (1994) found that leadership has four dimensions: spiritual stimulation, idealized influence, personalized thinking, and inspirational motivation. Idealistic influence is provided when transformational leaders display their behavior and attitude as role models that influence the performance of their followers. Employees lead their leaders and see themselves as a role model for the success of an organization. It can include ethical behavior in the workplace that deals with the organization's effectiveness goals from its own goals, willing to work with employees in a healthy environment. They give confidence to their followers that create respect and confidence in their followers and take pride in their leaders and show more hard work and dedication to their work (Bass & Avolio, 1994). Spiritual stimulation states that leaders challenge, encourage and inspire creativity in their teams by developing and cultivating innovative and independent thinking (Bass & Avolio, 1994).

TL encourages and evokes its supporters and creates a healthy work setting, encouraging staff to raise queries, trust their work and work, realize solutions to work issues, produce completely different learning opportunities and encourage and appreciate innovative ideas. (Jha Sumi, 2014). Sacred motivation relates to leaders' sense of purpose and responsibility for his or her work, and leaders are a lot of targeted on goal orientation, generating positive energy for his or her supporters who support their goals (Bass, 1985). During these means they produce a brand new vision, setting clear methods and ways to attain those goals, mobilizing commitment to his vision, making optimism for his or her followers and asserting these goals well and accurately to the followers (Avolio, Zhu, Koh, & Bhatia, 2004). Personalized examination determines the extent of the leaders inspiration and worth their followers (Judge & Piccolo, 2004). Previous researchers found a powerful relationship between TL element and trust within the leader (Piccolo, Greenbaum, Hartog, & Folger, 2010; Pillai, Schriesheim, & Williams, 1999; Podsakoff, MacKenzie, Moorman, & Fetter, 1990; Yoon & Suh, 2003).

1.1.1 TRAITS OF TRANSFORMATIONAL LEADERS

Dvir, Dov, Avolio, and Shamir (2002) report that transformational leaders exert further influence by increasing the goals of their followers and giving them the boldness to perform on the far side the expectations set forth in silent or specific agreement. Transformational leaders exhibit magnetic behaviors, admire, inspire, motivate, offer religious stimulation, and treat their followers with customized appreciation. These behaviors transform their followers, exalting them to require full advantage of their potential and build the best levels of performance. Transformational leaders are assessing the potential of all supporters for their ability to fulfill their current commitments, while anticipating further expansion of their responsibilities.

Transformational leadership is possible. The leader deals with people in a way that transforms their relationship. It is no longer the leader and leadership in the authoritarian sense. They become partners in pursuit of a common goal, each of which makes their appropriate contribution and increases their ability to perform (Nicholls, 1994). Popper, Ori, and Ury (1992) stated that the main characteristic of transformational leaders is their exceptional influence on their subjects and their success in consolidating their commitment. A transformational leader transforms and creates meaning for his subordinates, a meaning that enhances the commitment of the subjects. A transformational leader can relate and articulate the need for the identity of the subjects and does so by giving meaning and reinforcing the concept of self and enhancing their individual identity. A transformational leader is the catalyst that transforms the subjects' motivations into commitment and commitment to outstanding achievements.

1.1.2 DIMENSIONS OF TRANSFORMATIONAL LEADERS

Bass and Avolio (1993) urged that the four dimensions that transformational leadership behavior embodies are idealized influence, inspirational motivation, intellectual stimulation, and individual examination.

Personalized influence. Personalized influence happens once leaders gain the boldness and respect of their followers by doing the correct issue, instead of guaranteeing that the prevailing does the correct issue. Humphreys and Einstein (2003) found that transformational leaders operate by systems of deep personal price that embody qualities like justice and integrity. By expressing these personal standards, transformational leaders unite their followers. But, most significantly, they will amend their fans' goals and beliefs for the higher.

Spiritual stimulation. In step with Shin, Shung, Zhou, and Jing (2003), psychological feature motivation is said to be the formulation and articulation of a vision and / or difficult goals. Non secular stimulation promotes intelligence, correctness, and careful problem-solving talents. It conjointly involves committing to the rationality of existing ones, addressing their cases and dealing with recent issues in new ways that. Leaders concerned in intellectual stimulation don't answer all of their employees' queries. Instead, they create them search for answers on their own.

Individual examination. Individual examination issues the treatment of workers as people and not simply members of a bunch. Leaders manifest this attribute by being compassionate, grateful, and tuned in to worker desires and recognizing and celebrating their achievements.

Inspirational motivation. Conger and Kanungo (1988) found that sacred motivation and personal appeal are partners. Transformational leaders inspire their followers to attain success by human activity high expectations, victimization symbols to focus their efforts and expressing necessary goals. Transformational leaders tend to pay attention to the social variations between their followers and infrequently act as mentors to their subjects, typically coaching and advising followers with individual personal attention. As a result charismatic leaders have an excellent deal of power and influence, workers have a high degree of confidence in them and wish to spot with them. Charismatic leaders inspire and excite their workers with the thought that they'll be ready to accomplish nice things.

Shin (2003) found that TL is completely associated with follower creative thinking, follower retention, and endogenous motivation. TL enhances endogenous motivation and provides emotional stimulation. Followers are inspired to question the establishment and previous ways of doing things.

Kark and Shamir (2002) found that TL may be a multi-faceted, complicated and dynamic type of influence within which leaders will influence followers, distinguishing completely different aspects of the follower's social plan and shifting their focus from one level to a different. Undoubtedly they see whether or not followers see themselves primarily in relevancy with their relationship with the leader or the membership of their organization. They urged that completely different leadership behaviors may facilitate and prepare these separate aspects of follower identity and follower identity. Additionally, these completely different varieties of influence are vital and will have different results. Dionne, Yammarino, Atwater, and Spangler (2004) reported that through a customized reflection, the leader addresses problems with competency, importance, and impact with every team member and encourages continuous individual development.

Kark and Shamir (2002) found that TL behavior, like non secular arousal, will increase the sense of shallowness of the followers as a result of they convey the message that the leader believes within the integrity and skill of the followers. Followers of transformational leaders United Nations agency are desperate to target their own relative self would move to reinforce the leader's well-being by being cooperative, loyal, and dedicated. The foremost vital impact of TL is to influence followers to transcend their own interests for the well-being of the organization. Jung (2003) reported that TL has important and positive relationships in terms of each empowering and promoting a structure climate that supports innovation. Dvir (2002) found that TL contains a positive impact on the event of authorization of followers in terms of their involvement within the project and their specific self-efficacy. They confirmed the hypothesis that fan development could have an effect on performance, showing that TL affects growth yet as performance.

Kark and Shamir (2002) urged that transformational leaders will have a twin impact, exerting influence on followers through the creation of non-public identification with the leader and social identification with the unit of measurement, which these completely different varieties of recognition will result in to different results. TL theory suggests that such leadership is probably going to guide to a good vary of outcomes on a private level (eg authorisation of followers, additional effort) and on a team or structure level (eg, unit consistency, collective effectiveness). TL produces these results chiefly by initiating the relative self of the followers and promoting identification with the leader (Kark & Shamir, 2002). What distinguishes a frontrunner is the combination of the top and also the heart, the flexibility to grasp and effectively apply emotions as a way of affiliation and influence (that is, the emotional intelligence of the leader). Therefore, we'd like to check however a leader's EI relates to TL.

1.2 JOB SATISFACTION

The construct of job satisfaction has been outlined in many alternative ways. The construct of job satisfaction involves multi-dimensional responses to one's job which may have psychological feature (emotional) and behavioral elements (Judge & Klinger, 2003). Weiss (2002) also argued that job satisfaction is an attitude, but points out that researchers should clearly distinguish between the objects of cognitive assessment that are affect (feelings), beliefs and behavior (Weiss, 2002), attitude towards our work, taking into account our emotions, beliefs and behaviors.

From the organizational management point of view, job satisfaction research has practical implications for enhancing personal life as well as organizational effectiveness. The success of any organization depends to a large extent on the commitment and hard work of their employees. Because of this, job satisfaction has been used as a tool to draw in and retain the most effective workers within the organization.

Job satisfaction will be measured by many alternative strategies. By far, the foremost common technique for aggregation job satisfaction information is that the Likert scale (named by Rensis Likert). Alternative less common strategies of measurement job satisfaction include: affirmative / No queries, True / False queries, purpose systems, checklists and forced-choice answers.

Smith proposed a five-point description Index (JDI) to measure job satisfaction: pay and promotion opportunities, coworkers, superintendence, and self-employment (Smith, et al, 1969). Locke adds a number of aspects to the index: recognition, operating conditions, additionally as company and management.

There are several factors that affect job satisfaction: wages, marginal benefits, achievement, self-esteem, recognition, communication, supervision and much more. The most important factors that determine job satisfaction are the leadership style that plays an important role in the organization and in the social interaction within the organization (Sulieman Ibraheem, et al, 2011). Previous studies conducted by various researchers have revealed that there is a strong positive relationship between transformational leadership style and job satisfaction.

1.2.1 THE RELATIONSHIP BETWEEN TRANSFORMATIONAL LEADERSHIP AND JOB SATISFACTION

Previous studies regarding the connection between leadership and job satisfaction are conducted from a variety of theoretical views - leadership designs selections that have an effect on job satisfaction.

Transformational leadership has been reported to be completely associated with job satisfaction in several areas of the organization compared to different styles of leadership like transactional and individualism (Sulieman Ibraheem, 2011, Voon, 2011, Emery & Barker, 2007).

Four dimensions of transformational leadership - sacred motivation, religious stimulation, individual thinking, and idealized influence are found to be completely associated with job satisfaction (Sulieman Ibraheem, et al, 2011; Islamist, et al, 2011). There are many variables that are characterized as predicting job satisfaction in studies, such as job standing, job description Index (JDI), or the Minesota Satisfaction form (MSQ). Transformational leadership additionally reduces work stress and promotes job satisfaction (La Rochelle, 1995). Bono and Illies report that there's a positive relationship between personal appeal, positive feeling, and also the disposition of leaders to encourage their followers to influence job satisfaction (Bono & Illies, 2006).

Based on the research findings from previous studies, I have selected transformational leadership style as a dependent variable (DV). Consistent with the objective of the study, the first hypothesis for testing is:

H1: There is a positive relationship between transformational leadership and job satisfaction.

1.3 EMOTIONAL INTELLIGENCE

Salovey and Mayer (1990) were the first to introduce the idea of EI as a sort of social insight, separate from general knowledge. As indicated by them, EI is the capacity to screen the sentiments of one another, to recognize them and to utilize data to manage their musings and activities. In a later endeavor (Salovey and Mayer, 1997) they extended their model and characterized EI as the capacity of an individual to precisely see, assess and express feeling, the capacity to get and to make feelings when they encourage thinking.

Research has demonstrated that EI is a typical component that impacts the different ways individuals build up their lives, occupations and social aptitudes, handle the dissatisfaction, control their feelings and, what's more, meet up with other individuals. It has been discovered that the contrast between a basic brilliant individual and a splendid chief is because of an individual's EI. Eventually, EI directs how individuals treat one another and get feelings. In this manner, EI is viewed as significant for business pioneers provided that they are not delicate to their staff or group, they can make dissatisfaction and in this manner not draw out the best in individuals (Anonymous, 2004).

Turner (2004) expressed that EI is the gentlest part of all and that it adds to both expert and individual life. Traditional IQ is the capacity to learn, comprehend and reason. It is currently thought to contribute just 20% to progress, while emotional quotient (EQ), which is the capacity to comprehend and cooperate with people, contributes 80%. EQ is basic to compelling authority. Level of intelligence is connected to work execution and is a key component in enrollment. Be that as it may, EI is obvious in the capacity of pioneers/administrators to keep up their positions and accomplish their jobs. The truth of the matter is that most organizations utilize knowledge (IQ) and reject on account of demeanor (EI).

EI is important in leadership because EI can influence leadership styles and decision making. Researchers are concerned about employees' emotional behavior in the workplace because in a stressful situation employees can handle well if they are emotionally intelligent, but in other cases these situations can have a negative impact on the workplace. The critical situation is when leaders need to perform well in a stressful situation with high EI (Chemers, Hays, Rhodewalt, & Wysocki, 1985). EI is a leadership factor, as leaders need to influence their employees by stimulating them, only when leaders themselves feel excited (George & Brief, 1992). Team members can influence their performance if their leader has negative emotions, as it negatively affects employees (George, 2000).

In the TL literature review, EI is a very important issue wherever leaders stimulate emotions within their team by managing their emotions well in the work (Bass, 1985;

Conger & Kanungo, 1988). Managing emotions and expressing emotions is a very important emotional talent for leaders who create their leaders productive within the organization (Riggio & Reichard, 2008). Emotional quality is their behavior or ability to precise themselves, causes the success of leaders and enhances effectiveness. Some studies (Barbuto & Burbach, 2006; Rosete & Ciarrochi, 2005a; Sy, Tram, & O'Hara, 2006; Wong & Law, 2002) through empirical observation take a look at the correlational statistics between leadership and EI; EI could be a key determinant for effectiveness and potency of executives. A study by Rosete & Ciarrochi, (2005b) found that leadership effectiveness is absolutely associated with EI. A study by Sy (2006) found that EI of executives is absolutely associated with employees' job satisfaction. A study by Wong & Law, (2002) showed that EI leaders influence their behavior and satisfaction, whereas EI of workers affects job satisfaction and job performance.

A study by Abraham (2004) disclosed that EI is the reciprocal part that influences individuals in numerous ways in their lives, their social skills, their jobs, stress management, dominant and managing their emotions. Someone with a high EI level is more productive than a person with an occasional EI level (López-Domínguez, Enache, Sallan, & Simo, 2013). A study by Tsui (1997) expressed that EI is a very important issue conducive to each personal and career.

1.3.1 COMPONENTS OF EMOTIONAL INTELLIGENCE

Barling, Slater, and Kelloway (2000) note that EI has five characteristics: understanding one's emotions, knowing how to manage them, emotional self-control, which includes the ability to delay satisfaction, understanding the feelings or sympathy of others and relationship management. Lubit (2004) divided EI into two basic elements: personal ability and social competence. Personal ability refers to the self-awareness and ability to effectively manage these emotions (self-management). Personal competence is the combination of self-knowledge and self-management (that is, the ability to effectively manage recognized emotions). The components of self-awareness are the awareness of their emotions and their effects and the awareness of their strengths and weaknesses. The components of self-management are emotional self-control, adaptability (ie, flexibility in adapting to changing situations and obstacles), integrity, honesty, reliability, achievement orientation, continuous learning, willingness to take initiative and optimism.

Social competence consists of social awareness (ability to understand what others are feeling) and relationship management (having the ability to work effectively in groups). The ability to understand emotions, persuasion, motivation, conflict resolution, and collaboration is one of the most critical skills considered essential for leaders and successful managers. Social awareness includes empathy and understanding, understanding the opinions and feelings of others, assessing the strengths and weaknesses of others, political awareness, respect for others, conflict management skills, cooperative approach, and sense of humor, persuasion and competence. Social competences are developed by paying attention to the feelings and behavior of others, seeking to understand others' behavior through reflection and discussion with third parties, looking at different ways of dealing with situations and observing the effects of one's actions. Social competence can be enhanced by observing others, thinking about why people behave and reacting as they do, and by identifying behavior that seems useful in critical situations (Lubit, 2004).

Goleman (2002) divided EI's 18 responsibilities into four main groups that include our understanding of people: self-awareness, self-management, social awareness, and relationship management. According to Welch (2003), the EI group consists not only of the individual EA but also of the collective capacity. In addition, the social skills required by humans within an emotionally intelligent group and a focused training methodology can be analyzed in five areas: integration, adaptability, commitment, empathy and influence.

Caruso, Mayer, and Salovey (2002) proposed two alternative approaches to EI: the fitness model and the mixed model. Fitness models place EI into the realm of such intelligence, where emotion and thought interact in meaningful adaptive ways. Thus, EI is considered as verbal or spatial intelligence, except for the operation on emotional content. Mixed

models combine different aspects of personality in a theoretical way. The resulting set of attributes, segments, skills, abilities, and abilities shall be labeled EI. These different models have also created different ways of measuring EI.

1.3.2 THE IMPORTANCE OF EMOTIONAL INTELLIGENCE

EI enables people to do almost anything with a measure of balance and maturity. Emotionally intelligent people have a deep-rooted sense of self that helps them understand other people, keeping things proportionate, keeping focus and understanding what is important. They also maintain a positive outlook almost constantly, are successful at what they choose to do, have high work performance and levels of personal productivity, and thus enjoy greater job satisfaction.

Bardzill and Slaski (2003) found that organization leaders need to recognize the importance of emotionally intelligent behavior and actively reward it. The positive reinforcement of an emotionally intelligent environment ensures the development of a service-oriented climate. Performance measures that often exclude "soft skills" do not reflect the positive effects of EI development that may occur within the organization. Emotional elements are the basis for many aspects of the dynamics of modern organizations and the role of EA must be taken into account in the elaboration of organizational policies, processes and processes.

Lubit (2004) considered that social competence is an important component of EI, making it very important for groups. Welch (2003) stated that EI enables teams to increase their performance. In a time of teamwork, it is important to understand what makes teams work. His research has shown that, like individuals, the most effective groups are the emotionally intelligent and that each group can improve and achieve higher levels of EI. His study compared groups with identical total IQ and found that high EI groups outperformed low EI groups by a two to one margin. He emphasized two key points. First, there is evidence that EI in groups is an important factor. Secondly, there is the claim that EI can be developed. He suggested that these five EI team competencies are based on individual EI skills: behavior, adaptability, confidence, empathy and influence. However, these abilities alone are not enough. Trust is the foundation of teamwork to be a truly happy business. It allows people to consider where they can improve without becoming self-critical or defensive.

Vakola, Chaussis, and Nicholas (2004) have shown that EI contributes to a better understanding of the emotional impact of a policy change on an organization. In particular, they have argued that employees with low emotional control respond negatively to the proposed changes, as they are not well equipped to deal effectively with the demands and emotional consequences of such a stressful, emotionally expensive process. On the contrary, employees who are able to use their emotions properly (as they are optimistic and often take initiative) usually decide to redefine their perceptions of a new change plan and see it as an exciting challenge. Attitudes toward organizational change show a positive relationship with the use of emotions to solve problems and control reactions.

1.3.3 THE RELATION BETWEEN TRANSFORMATIONAL LEADERSHIP AND EMOTIONAL INTELLIGENCE

As Palmer, Walls, Burgess, and Stough (2001) have expressed, EI has quickly become in style as a method of distinguishing probably effective leaders and as a tool for cultivating effective leadership. Their findings counsel that EI, that is measured by one's ability to observe and manage emotions among one and others, could also be a key ability of TL. TL is outlined as "this activity that stimulates intentional activity in others by altering the approach folks read the globe around them and relate to at least one another. It affects people's personal beliefs by touching their hearts and minds" (Nicholls, 1994. Gardner and Stough (2002) found that the 2 key competencies of effective leadership are the power to follow emotions in themselves and in others. In fact, their analysis supported the existence of a powerful relationship between TL and EI. EI was found to be extremely correlative with all elements of TL, with the elements of feeling understanding and emotional management being the simplest predictors of this sort of leadership. To acknowledge their feelings and emotions, to specify these feelings to others, to use emotional information in downside determination, to know the sentiments of others within the area their work, to manage positive and negative emotions, and to effectively manage their emotional states. Barling (2000) found that EI is related to TL. In distinction, active and passive management and individualism management weren't correlative with EI.

The analysis by Sivanathan and Fekken (2002) showed that followers understand high EI leaders as more practical and transformative. They found that EI was conceptually and by trial and error coupled to TL behaviors. Therefore, they ended that having high EI enhanced the behavior of a person's TL.

Barling (2000) argued that EI exists in 3 aspects of TL (ie, idealised influence, sacred motivation, and personalised thinking) and potential reward. Subordinates see people with higher EIs displaying additional leadership behaviors. By examining however they performed, they additionally showed that these 3 aspects of TL and constructive commerce differed per EI level.

Gardner and Stough (2002) found that leaders with a high EI element of feeling comprehension were able to accurately understand the extent to those fans' expectations might be enhanced. This can be associated with the set of TL for sacred motivation. According to the concept of idealized influence (the TL component), leaders are able to perceive and manage their emotions and exercise self-control, acting as role models for his or her fans, gaining the trust and respect of their followers. They found that the power to observe emotions among themselves is considerably correlative with the TL elements of idealized qualities and behaviors.

By that specialization in understanding different people's feelings, leaders with high EI are going to be able to understand to what extent they can raise their fans' expectations. Gardner and Stough (2002) found that a very important part of personalized examination is that the ability to know followers' desires and their interaction. With a stress on fellow feeling and also the ability to manage relationships completely, leaders with EI are seemingly to specific personalized appreciation.

Palmer (2001) found that the components of TL's motivation and personalized examination are significantly correlated with the ability to monitor and the underlying characteristics that characterize the individual TL test element.

Gardner and Stough (2002) found that the ability to manage emotions in relationships allows the emotionally intelligent leader to understand followers' needs and react accordingly (related to the component of personalized thinking). The ability to monitor and manage emotions in themselves and in others was significantly correlated with both motivational motivation and self-esteem.

1.4 ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Leadership behaviors are associated with high performance (Liden, Wayne, & Stilwell, 1993), general satisfaction, and commitment (Graen, Novak, & Sommerkamp, 1982; Nystrom, 1990) with supervisors (Duchon, Green, & Taber, 1986). OCB relates to tasks that are not part of job performance, but are particularly required by organizations (Schnake, 1991). The OCB includes suggestions for improvements to an organization, extends their time to get the job done and complete their task, willing to take on extra work, avoiding behaviors such as time off, peer protests, and job relaxation. A study by the Organization (1988) proposed the OCB behavior model used in many studies, consists of five OCB factors, courtesy, conscientiousness, sport, altruism, and civic virtue.

"Conscientiousness is described as the degree to which employees perform work-related tasks beyond the minimum requirements of the job. Courtesy refers to respectful interactions with others, which help prevent difficulties with work partners. Altruism proposes that workers provide help and help to others. The sport mentality is defined as the willingness to accept personal difficulties in an effort to achieve work-related tasks and the virtue of the citizen refers to constructive participation in issues related to the organization's political life. "

Previous research by Podsakoff, MacKenzie, Paine, & Bachrach (2000) reported a positive relationship between OCB and leader behavior. Their findings suggest that employees associate work performance with OCB and therefore believe in their leader and all the benefits are linked to their performance and the OCB. Based on social exchange theory, employees form social exchanges or economic relationships with their employers (Blau, 1964) often leading to greater employee satisfaction, organizational commitment, and more citizen behaviors (Liao & Chuang, 2007). When employees feel that they are being treated impartially in their work, they also exhibit role-like behaviors (Bachrach & Jex, 2000). Many studies carried out during the last two decades focus on examining the behavior of their citizens Workers as Causes and Consequences. Various OCB factors were responded to, such as task and organization characteristics, individual differences, and leadership behaviors (Podsakoff et al., 2000). A study by Organ, (2006) empirically showed that almost all the researchers observed the relationship between leadership behaviors and OCB.

1.4.1 DIMENSIONS OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Podsakoff, MacKenzie, Paine, and Bachrach (2000), in a meta-analysis study, found that researchers identified about 30 different forms of citizen behavior. However, there is a conceptual overlap between the constructions. Therefore, they grouped these behaviors into seven dimensions: helping behavior, athletic belief, organizational belief, organizational compliance, personal initiative, civic virtue, and self-development.

Moorman (1991) and Organ (1988) identified five dimensions of OCB: altruism, courtesy, sport, conscientiousness and civic integrity. Later, Podsakoff, MacKenzie, Moorman, and Fetter (1990) developed a scale that showed data for the five-factor model. Schnake and Dumler (2003) also pointed out that the same five OCB dimensions were more frequently examined by researchers. These five factors include:

1. *Altruism* is a voluntary action, such as helping another person with a work problem, which ultimately benefits the organization (eg helping a fallen work partner).
2. *Courtesy* involves treating others with respect, preventing problems, informing others of their decisions and actions that may affect them, and passing on information to those who may find it useful.
3. *Sport education* is a citizen-like attitude and relieves the inevitable difficulties and occupations of work, without whining and complaining.
4. *Conscientiousness* is a standard that goes well beyond the minimum required levels of presence, cleanliness, resource conservation and related internal maintenance issues.
5. *The virtue of the citizen* is the responsible and constructive participation in the political process of the organization. It includes not only expressing opinions but also reading the mail, attending meetings and briefing on larger issues related to the organization.

As Farh, Zhong, and Organ (2000) report, the five dimensions of OCB are self-education, social participation, protecting and saving company resources, maintaining interpersonal harmony in the workplace, and adhering to social rules that exist in society.

1.4.2 FACTORS INFLUENCED BY ORGANIZATIONAL CITIZENSHIP BEHAVIOR

Some recent empirical studies have found that worker position is completely correlative with indicators of each product amount and products quality (Bolino & Turnley, 2003). Podsakoff and MacKenzie (1997) referred to eight positive outcomes strengthened by OCB, as well as coworker productivity, productivity, and structure ability to draw in and retain the simplest folks by creating work additional engaging and consistent organizational performance.

Bolino (2001) found that once a business is created of good employees, it's doubtless to own higher levels of social capital. OCB helps develop and maintain social capital at intervals the enterprise, which successively produces higher levels of structure performance. OCB may also facilitate build trust, mutual commitment, expectations and identification among staff in organizations. Currently we tend to perceive the importance of OCB in enhancing the performance of the organization (effectiveness by enhancing product quality, social capital, worker productivity, etc.), it's necessary to understand the factors that confirm or have an effect on OCB.

Shapiro, Kessler, and Purcell (2004) have 2 explanations for why staff participates in OCB. The primary rationalization views OCB as a sort of reaction wherever staff participates in OCBs to exchange honest or smart treatment by the organization. The second read is that staff participates in OCB as a result of their confirmation within the context of their work.

Shapiro (2004) found that the connection between job satisfaction and worker position behavior is powerful. He found that citizenship levels are considerably lower once staff is engaged in terribly repetitive and extremely standardized tasks. People that are heavily concerned in their work are indeed additional doubtless to participate in OCB.

Confidence, structure justice and psychological compliance are all connected. Chen, Lam, Naumann, and Schaubroeck (2005) found that OCB emerges, transmits, and persists through the actions of team members. Thus, structure justice is one in all the key determinants of OCB.

Organizational support: When the staff feels supported and cared for by their employers, it is probably going to repay the organization by partaking in constructive behaviors. In line with Shapiro (2004), OCB is taken into account as structure support that captures employee's perception of how well he or she feels he / she has been treated by the organization.

Employee characteristics: Extremely conscientious people are usually expected to interact in national behavior (Shapiro, 2004). Additionally, outgoing staff has a positive outlook on life and is more likely to show citizenship within the geographic point.

Other factors: Chen (2005) found that extremely cohesive teams are more likely to show high OCB levels. Shapiro (2004) found that group-oriented people are concerned in additional citizenship behaviors.

According to Paine and Organ (2000), the factors that influence OCB are organizational structure, power distance, cultural group specifications and nature of labor, collective discourse parameters and level of commitment. A rigid mechanistic structure will prohibit spontaneous out-of-role behavior, whereas the additional open-ended organic structures really enhance initiatives on the far side descriptions. Power distance affects OCB perception and whether or not different staff is willing to demonstrate OCB.

1.4.3 RELATING TRANSFORMATIONAL LEADERSHIP AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR

According to Paine and Organ (2000), human resource managers can play a key role in encouraging OCB by designing efficient and effective evaluation systems that are fair, by conducting careful management development programs, creating fair compensation schemes and designing compensation systems. Bolino and Turnley (2003) found that businesses may be able to achieve more citizenship in their organizations by establishing: (a) formal human resource management practices that emphasize good citizenship and (b) informal systems that promote good citizenship. Typical HRM practices will be recruitment and selection, training and development, performance appraisal and rewards / benefits. Likewise, businesses can extract more OCBs from fans of transformation leaders.

The presence of bright, talented people is necessary but not enough to effectively facilitate the creation, sharing and utilization of knowledge. According to Bryant (2003), transformational leaders inspire employees to show higher levels of innovation and efficiency. Transformational Leaders with EI create an atmosphere conducive to knowledge creation, sharing and exploration.

Employees are much more productive when they have the freedom to create new ideas, share these ideas with colleagues, and test their new ideas. Through charisma, encouraging spiritual growth and paying special attention to workers, transformational leaders motivate workers to create and share knowledge. Also, with a clear vision of a challenging vision and strategic goals for the organization, transformational leaders attract talented people and are able to produce higher levels of innovation than all employees.

EI is an underlying ability of transformational leaders (Palmer, 2001). Abraham (2004) found that EI interacts with the organizational climate to influence performance. The features of EI (social skills, conscientiousness, credibility and integrity) promote trust which in turn can enhance consistency among team members. The traits of emotional honesty, self-confidence and emotional stamina promote superior performance and increased OCB.

Transformational leaders provide emotional stimulation and challenging jobs to their followers (Kark & Shamir, 2002), who have greater job satisfaction. Through personalized scrutiny, inspirational motivation and exemplification, these leaders build confidence and can increase the level of internal motivation and willingness for extra role behavior.

Therefore, I resulted in my third hypothesis:

H2: Employees' perception of leader's transformational leadership is positively related to the level of OCB displayed by them.

Literature has suggested that EI is an underlying characteristic of transformational leaders (Gardener & Stough, 2002; Palmer, 2001). EI helps provide the ability to give personalized attention and understand the needs of followers (Gardner & Stough, 2002). The ability to understand oneself and others and control one's emotions is the requirement for a transformational leader to provide inspirational motivation or personalized influence.

Abraham (2004) found that the characteristics of EI and a combination of higher social skills and consciousness enhance the self-sacrifice of well-meaning employees at increased levels of credibility and scrutiny. Perseverance, the emotional capacity that underlies self-control, fuels angry reactions when employees are confronted with the adversities of corporate life and suppress personal needs for organizational goals. Emotional ability of social skills enhances the cohesion of the working group, resulting in better performance. Emotional abilities of heightened consciousness, trustworthiness and integrity boost feelings of confidence in the group, generating positive moods and positive perceptions. Unconditional trust is the exchange of values between team members that leads them to invest in long-term relationships and greater interpersonal collaboration and teamwork.

According to Brief and Weiss (2002), transformational leaders feel excited, enthusiastic, and energetic, thereby energizing their followers. Transformational leaders use strong emotions to stimulate similar emotions in their audiences.

Masi and Cooke (2000) found that transformational behaviors by leaders promote empowerment of cultural norms, high levels of motivation, commitment to quality and increased productivity. It has been found that strengthening the OCB's cultural rules promotes constructive and attainable attitudes by members. Such standards relate to core values and commonalities that emphasize the importance of organizational members' roles and cooperation through incentives rather than competition.

Therefore, I came to my fourth and more complete hypothesis:

H3: The EI of a leader can mediate the relationship between transformational leadership, job satisfaction and the OCB of the employees

1.5 AFFECTIVE TRUST AND ITS RELATIONSHIP WITH LEADERSHIP

Recent developments in the literature have suggested that there are two mechanisms by which trust might affect subordinate behavior and performance; one of which is character based in nature and the other more relationship based (McAllister 1995; Dirks and Ferrin 2002; Yang, Mossholder and Peng 2009; Wang, Tomlinson and Noe 2010; Yang and Mossholder 2010; Zhu, Newman, Miao and Hooke 2013). The former, recognized as cognitive trust, refers to that which is based on performance-relevant cognitions such as competence, reliability, integrity and dependability (Schaubroeck, Lam and Peng 2011), whereas the latter, considered to be affective trust, refers to the emotional ties between individuals who are grounded upon the exhibition of genuine care and concern between both parties in the relationship (McAllister 1995).

In this study I will examine the relationship between affective trust and transformational leadership because I am more interested in the emotional ties that are shaped between the supervisor and the employee. Affective trust is based on the realization by the trustor that the trustee genuinely cares about their welfare and acts with them in mind (Colquitt, Scott and LePine 2007). Affective trust develops over time as both parties engage in a process of reciprocal social exchange (Rempel, Holmes and Zanna 1985; McAllister 1995).

So the last hypothesis is:

H4: The level of Affective Trust between a leader and an employee can mediate the relationship between transformational leadership, job satisfaction and the OCB of the employees

2 METHOD

2.1 SAMPLE AND PROCEDURE

For the purposes of my research, I developed both a handwritten and an on-line questionnaire. I surveyed employee's responses in nine family owned businesses, located in Thessaloniki and Khalkidhiki, Greece. Overall, the survey was sent to 150 employees in the nine companies, in summer 2019. Cases that had missing data for more than one item for any of the subscales were deleted. For those cases that had missing data for an item in a subscale, the respondent's average over the other items in the subscale was used as the response to the missing item because each subscale is assumed to consist of reflective indicators. I received 131 usable responses. My sample is comprised of 13 part time workers, 100 full time and 18 with a fixed term contract. Most of the employees were between the age of 18 and 28. In addition, 69 employees held a bachelor's degree, while 43 held postgraduate qualifications (e.g. postgraduate diploma, master's degree, PhD). Only 19 employees were in the level of secondary education.

At this point I have to underscore that although I measured employees' perceptions regarding their experiences on the leadership's behavior, I was not able to collect data from managers. Although I did not include managers' responses in this study, the attitudes of employees toward the company's leadership is important since they have been seen as drivers of discretionary behavior and organizational performance, while only through employees organizational objectives such as high performance, involvement, cost reduction, safety and customer service will be enacted (Bonias et al., 2010, p. 322). Thus, research on HRM should be employee centered rather than policy focused and should refer to the employees' reactions to HR practices as experienced by them (Boxall, 2012; Kinnie et al., 2005). Before getting results I eliminated some items using SmartPLS 3.0, undertaking Exploratory Factor Analysis (EFA).

3 MEASURES

All survey items, were measured using a five point Likert-type scale ranging from 1 = strongly disagree, to 5 = strongly agree.

3.1 Transformational Leadership

Transformational Leadership was measured with a five-item scale developed by Bernard M. Bass and Bruce J. Avolio (1995, 2000, 2004) loaded into a single factor. From this scale I used two items which are 'I talk optimistically about the future.' and 'I help others to develop their strengths.' Cronbach Alpha was 0.641.

3.2 Affective Trust

Affective Trust was measured using a five-item scale by Daniel J. McAllister (1995). Sample items include 'I would have to say that we have both my employer and I have made considerable emotional investments in our working relationship' and 'We would both feel a sense of loss if one of us was transferred and we could no longer work together.' Cronbach Alpha was 0.860.

3.3 Emotional Intelligence

Emotional Intelligence was measured using a scale composed of 20 items by Chi-Sum Wonga and Kenneth S. Lawb (2002). From those items I used the ones concerning self-emotion appraisal (4 items). Sample items include 'I have a good sense of why I have certain feelings most of the time and 'I always know whether or not I am happy'. Cronbach Alpha was 0.853.

3.4 Organizational Citizenship Behavior

Organizational Citizenship Behavior was separated in two parts based on Kibeom Lee and Natalie J. Allen (2002). The first part (concerning individuals) is measured by an eight-item scale. I used three of them including 'I adjust my work schedule to accommodate other

employees' requests for time off' and 'I give up time to help others who have work or nonwork problems'. The second part (concerning organizations) is measured by an eight-item scale as well. I used six of them including 'I take action to protect the organization from potential problems' and 'I defend the organization when other employees criticize it'. Cronbach Alphas were for the first and second part 0.791 and 0.912 additionally. Cronbach Alpha for Organizational Citizenship Behavior overall was 0.901.

3.5 Job Satisfaction

Job satisfaction was measured by using three items developed by Seashore, Lawler, Mirvis, and Cammann (1983). Sample items include 'All in all, I am satisfied with my job' and 'In general, I like working here'. Cronbach Alpha was 0.919.

4 STATISTICAL MODEL

SPSS v. 22 was used to conduct descriptive statistical analysis and exploratory factor analysis. We tested our hypotheses by means of Partial Least Squares (PLS) Structural Equation Modeling (SEM) using the SmartPLS 3.0 software (Ringle, Wende, & Becker, 2014). Overall, PLS-SEM has several advantages when compared to the covariance based structural equation modeling (SEM) techniques. For instance, it is free from distributional assumptions of normality, while it can be used to analyze data from small samples. Of particular relevance to this study, PLS-SEM incorporates both formative and reflective constructs, as well as Hierarchical Component Models (HCMs). In HCMs a general construct is defined that consists of several sub-dimensions. Thus, while the more general construct becomes part of the structural model, additional information can be found on the sub-dimensions by using a second-order model. By using HCMs, I was able to reduce the number of relationships in the structural model, making the PLS path model more parsimonious and easier to grasp (Hair, Hult, Ringle, & Sarstedt, 2014, p. 229). Overall, these HCM models have two elements, namely the higher-order components (HOC), which capture the more abstract entity, and the lower-order components (LOCs), which capture the sub-dimensions of the abstract entity. Each of the HCM types is characterized by different relationships between the HOC and the LOCs (reflective or formative) and between the constructs and their indicators (reflective or formative).

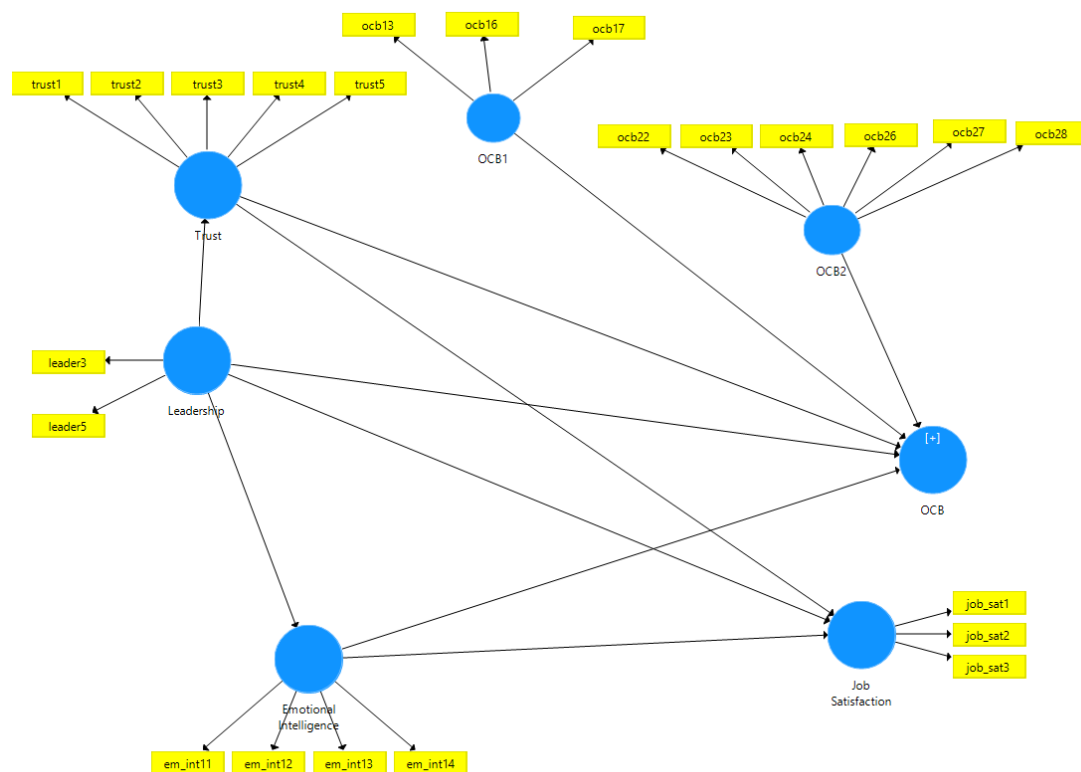


Figure 1

4.1 VALIDITY AND RELIABILITY

Before running the PLS analysis, I had to configure the model's reliability and validity. Regarding the individual indicator reliability for the reflective constructs, only one item (Transformational Leadership) was slightly below the threshold of 0.7 (0.641).

However, since all of the examined *t*-values of the outer model loadings were significant at the 0.05 level, I retained it in the model. In addition, the Average Variance Extracted (AVE) extracted was above the threshold of 0.5, confirming thus convergent validity. All measures are reported in Table 1. To determine the discriminant validity of my indicators, I used two established techniques. First, I checked for cross-loadings. Secondly, I used the Fornell-Lacker criterion which compares the AVE values with the latent variable correlations. Since the square root of each construct's AVE was greater than its highest correlation with any other construct (Table 2), discriminant validity was confirmed for all sub-constructs. Next, the validity and reliability of the formative scale (OCB) was checked by following the procedures described in Petter, Straub, and Rai (2007). For instance, face and content validity of the formative construct is derived from theory, while the construct under investigation is considered abstract and complex. In addition, following Cenfetelli and Bassellier (2009), I tested the formative factors for multicollinearity by calculating the Variance Inflation Factors (VIFs) of the items in the formative construct. In my case, all of the VIFs of the indicators were below 3.33, indicating sufficient construct validity for our formative indicators. Finally, I evaluated the quality of the structural model by using the R-square of the dependent variable (Chin, 1998), and the Stone-Geisser Q-square test for predictive relevance (Hair et al., 2014, p. 167). In my case, the R² value for the endogenous constructs (emotional intelligence, trust) were adequate (0.211 and 0.253 respectively), while most of the path coefficients were substantial and significant.

Table 1

<i>Construct (Latent Variable)</i>	<i>Composite Reliability</i>	<i>Average Variance Extracted (AVE)</i>	<i>Convergent & discriminant validity</i>
Transformational Leadership	0.644	0.475	YES
Affective Trust	0.863	0.559	YES
Emotional Intelligence	0.851	0.592	YES
Job Satisfaction	0.919	0.792	YES
OCB1 (Individuals)	0.792	0.561	YES
OCB2 (Organizations)	0.913	0.637	YES

Table 2

	1	2	3	4	5	6
Emotional Intelligence (1)	<u>0.769</u>					
Job Satisfaction (2)	0.356	<u>0.890</u>				
OCB1 (3)	0.490	0.594	<u>0.749</u>			
OCB2 (4)	0.324	0.828	0.644	<u>0.798</u>		
Transformational Leadership (5)	0.613	0.598	0.648	0.656	<u>0.689</u>	
Affective Trust (6)	0.308	0.569	0.643	0.608	0.672	<u>0.748</u>

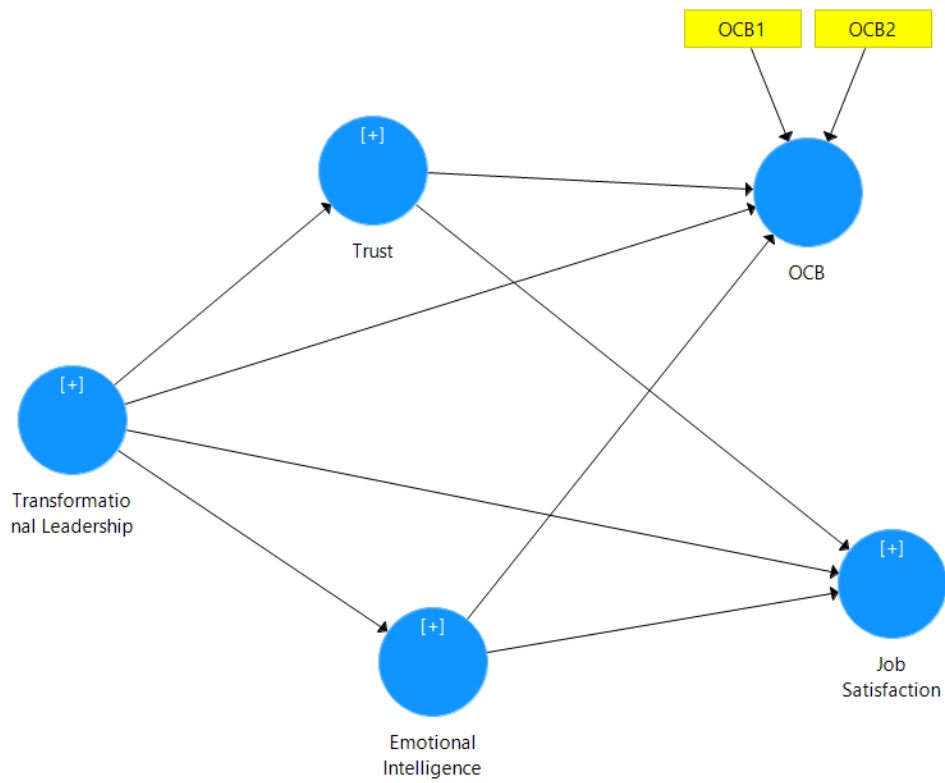


Figure 2

5 RESULTS

To analyze the hypotheses in the structural model, I ran the full model (Fig. 2) with a bootstrapping procedure that used 500 randomly drawn samples with replacement. A summary of the path coefficients and their significance levels are summarized in Table 3. Table 3 presents some interesting findings. First of all, Transformational Leadership was positively associated with Emotional Intelligence, Organizational Citizenship Behavior, Trust and Job Satisfaction.

On the other hand, although Emotional Intelligence was positively associated with Job Satisfaction and Organizational Citizenship Behavior, the effect was not statistically significant. I can assume that employees in Greece, due to the severe economic crisis of the past years, are not really interested if their superiors are emotionally intelligent, resulting to having no effect to how satisfied they are from their jobs. In addition, the results of the analysis showed that the perceived nature of the relationship between a company's leaders and their employees was in part an important factor influencing employees' well-being. Specifically, employees' Job Satisfaction would increase if the employment relationship was perceived by employees as a trusting one. Moreover, Affective Trust had a positive effect both on Job Satisfaction and Organizational Citizenship Behavior. Hence, it can be inferred that satisfied employees are more likely to be involved with their job and participate in events and activities concerning it.

Hypothesis

H1: There is a positive relationship between transformational leadership and job satisfaction

H2: Employees' perception of leader's transformational leadership is positively related to the level of OCB displayed by them

H3: The EI of a leader can mediate the relationship between transformational leadership, job satisfaction and the OCB of the employees

H4: The level of Affective Trust between a leader and an employee can mediate the relationship between transformational leadership, job satisfaction and the OCB of the employees

Table 3

Hypotheses and corresponding paths	P-Value	Hypotheses support
Transformational Leadership -> Job Satisfaction	0.029	H1: Supported
Transformational Leadership -> OCB	0.015	H2: Supported
Emotional Intelligence -> Job Satisfaction	0.242	H3: Not supported
Emotional Intelligence -> OCB	0.079	
Transformational Leadership -> Emotional Intelligence	0.000	
Transformational Leadership -> Affective Trust	0.000	H4: Supported
Affective Trust -> Job Satisfaction	0.012	
Affective Trust -> OCB	0.001	

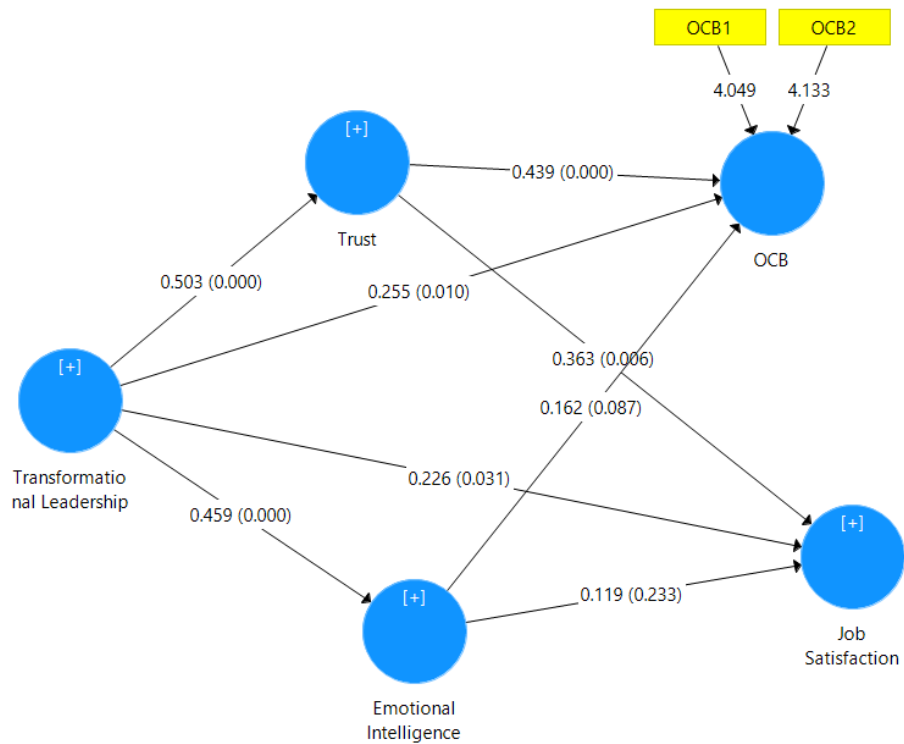


Figure 3

6 DISCUSSION AND CONCLUSIONS

This study had some very interesting results. First of all, family business employees and employers in Greece are tightly bonded. This can be explained by the positive relationship between Affective Trust and Job Satisfaction. This means that many companies could benefit from building and cultivating trust relations with their employees. Greece has a relationship-oriented culture. Most of the people and in addition the employees care about the social relationships they are inclined to form. Social relationships are characterized by strong emotional ties as both parties engage in a process of reciprocated social exchange (Tan and Chee 2005). In such a context, affective trust will have a greater influence on work outcomes than in more individualistic societies where relationships are less important, and the competence of the supervisor is likely to play a greater role in trust development (Zhu, 2013).

Affective Trust had also an important effect on Organizational Citizenship Behavior. Employees are more positive to putting on some extra effort to their job when they trust their employers. As a result, if a company wants to enhance OCB it just has to start by encouraging its managers to build trust relationships with the employees. They could start by giving them the chance to express freely and share their thoughts with their superiors. They could also offer some promotion chances for the employees in order to feel valuable and enhance their ambitions and aspirations.

It is also important to consider why Emotional Intelligence does not have a significant effect both on Job Satisfaction and Organizational Citizenship Behavior. Maybe one should consider the recent economic crisis in Greece. Employees could care more about Job Security and Compensation than how emotionally intelligent their manager is. It is logical to assume that when an individual is underpaid or not paid at all while working, he finds it difficult to concentrate on cultivating trust relationships or participating in some of the company's activities.

Family businesses in Greece are mostly medium size companies. It is interesting that even when an organization is not as large as we expect it to be, it can be a bright example for others to follow. This study proved that in order to achieve high levels of job satisfaction for his employees, a leader just has to show his "human face". If he puts aside the mask of the strict and demanding supervisor, he can succeed in many different levels. I just showed that he can achieve high levels of job satisfaction and organizational citizenship behavior regarding both the individual and the company. Trust goes a long way when it comes to human relationships and that is exactly what this survey proved.

Finally, it is obvious that Transformational Leadership has an important role to play concerning a family business' governance. Transformational leaders generate a different way of thinking, seeking new solutions to problems and adopting generative exploratory

thought processes (Sosik, Avolio, & Kahai, 1997). Moreover, transformational leaders help subordinates to unlearn past routines, and respond appropriately to new environments (Bass, Avolio, Jung, & Berson, 2003; Vera & Crossan, 2004). Therefore, it is vital that family businesses establish a certain leadership style in order to keep their employees satisfied and motivated to offer their best services. Other leadership styles (e.g participative leadership) could also offer the same results or even better if the survey was to be conducted again.

7 LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

A number of limitations regarding this study must be considered. First of all, I studied companies in the Greek industry. Greece is a country that suffers from a severe economic crisis the past years thus the unemployment rate is extremely high. This fact alone makes it difficult for the employees to fully trust their employers. It also kind of forbids them to take part in any extra curriculum activities, because they feel emotionally drained and exhausted. The fact that significant mediating effects were found of affective trust on transformational leadership indicates that if this study was to be conducted in a more stable economic environment then the results could be even more significant and impressive.

In addition, this survey only studied the employees' thoughts and feelings towards their leaders and supervisors and not the opposite. It could also be very interesting to study the leaders' levels of trust and emotional intelligence. This survey showed that when an employee trusts his/her leader then it is more likely to participate in activities concerning the company outside his working hours and even offer his/her free time in order to boost the company's image. It could be really intriguing to study if the same results can be found in a leader based survey. Anyone would expect the results to be almost the same, but what if a leader believes that it is not his "obligation" to offer some of his free time? Or what if a leader does not find it necessary to cultivate trust relationships with his colleagues and employees? Then the results would be entirely different.

Apart from that, this study was focused solely on family businesses which are the main core of Greece's industry. Someone could assume that in this kind of companies the trust level is higher because in many cases the employees and the leaders share blood relationships. It would be interesting to conduct the same survey in larger companies that are not family governed.

Finally, it is important to clarify that this study did not seek to provide a comprehensive explanation of all potential moderators and mediators of the relationship between transformational leadership and job satisfaction or organizational citizenship behavior. My aim was to simply distinguish between the mediating effects of affective trust and emotional intelligence on the relationship. It is important to stress that other variables may affect the relationship between transformational relationship, job satisfaction and organizational citizenship behavior (e.g compensation system, potential promotion).

My chosen focus should not be perceived as neglecting or underestimating other potential mediators or moderators of the relationship. Future work might seek to identify potential moderators of the relationship between transformational leadership, job satisfaction and organizational citizenship behavior.

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