



SCHOOL OF BUSINESS ADMINISTRATION
DEPARTMENT OF BUSINESS ORGANISATION AND MANAGEMENT
MSC IN HUMAN RESOURCES MANAGEMENT

THESIS

“THE CONTRIBUTION OF EMOTIONAL INTELLIGENCE IN EFFECTIVE
LEADERSHIP IN THE FIELD OF HEALTH: PROCESSING WITH
STRUCTURED BASED QUESTIONNAIRE”

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Submitted as requested for the acquisition of a master's degree in Human Resources
Management

JANUARY 2023

ABSTRACT

Emotional intelligence plays an important role in effective leadership. This paper aims to understand the role of emotional intelligence and how emotional intelligence is linked to the exercise of leadership. Definitions as well as a detailed description of the concepts of leadership and emotional intelligence have been provided.

The purpose of this research is to investigate the forms of leadership adopted by managers and supervisors of hospitals in Western Macedonia. In addition, the factors of emotional intelligence (well-being, self-control, emotionality and sociability) and the forms of leadership (transformational leadership, transactional leadership and avoidance leadership) were examined.

The research sample consists of 100 managers and supervisors of hospitals in Western Macedonia. The questionnaires used to conduct the research were based on the Multifactor Leadership Questionnaire-M.L.Q Form 6S and the Wong and Law Emotional intelligence Scale (WLEIS), and the results were analyzed using SPSS22.

The results show that leaders with emotional intelligence influence leadership style. Furthermore, it was found that changes in emotional intelligence affect leadership traits. It was observed that emotional intelligence affects leadership variability. The majority of the sample adopts and pursues transactional and transformational leadership, which are considered the most effective types of leadership, while almost no leadership to avoid. At the same time, the majority of the sample showed that they possess high emotional intelligence.

Keywords: Emotional Intelligence, Leadership, Styles of Leadership, Healthcare

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INTRODUCTION

Health services management is one of the most important and evolving disciplines in recent years. Nowadays, healthcare managers are forced to face not only challenges and pressures but also constraints in an environment where the main characteristics are complexity and uncertainty. The concept of leadership and the characteristics of this major concern for the scientific community, the nature of leadership has changed over the years. The personal characteristics of the leader are no longer the focus of attention, but special attention is given to the behavior and style of leadership, the ability to motivate, reflect and convey the vision and through this to change and modify the health unit (Sullivan, 2013).

Leadership is vital for healthcare organizations. Poor leadership can lead to dysfunction of the healthcare unit and without it will reverse the functioning of the entire organization (Western, 2008). A leader can use different leadership styles on occasion. Authoritarian leadership, where the leader only gives orders, is not effective, as was once believed, because employees, reluctantly, will carry out the orders, but will not commit.

Leaders can make the future better through specific characteristics and skills that either exist or can be developed. According to Show (2006) the four most important points that every leader should focus on are: vision, values, being highly energetic, energizing and energizing followers and finally focusing on strengths and weaknesses and trying to improve them (Shaw, 2006)

Leadership through developing the future strategy (dimension), implementing projects (executive dimension), finding suitable and talented people, creating the next generation of leaders, investing - developing the leader is considered effective (Smallwood & Ulrich, 2010). The transformational leadership style is considered the most appropriate in healthcare organizations, as the mission of healthcare professionals is to provide care, psychological and moral support to patients and their relatives (Sullivan & Decker, 2009).

The concept of emotional intelligence is becoming very important and popular, especially in today's corporate world (Majdalani & Maamari, 2016; Goleman, 1995). Emotional intelligence refers to how people understand, express, and manage their

own emotions and the emotions of other people (Cherniss, 2004). Furthermore, many studies link emotional intelligence to leadership effectiveness (Boyatzis & Ratti, 2009; Kerr, Garvin, Heaton, & Boyle, 2006; Goleman, 2004), with differences reported between age groups of respondents.

The purpose of this paper is to synthesize and make clear the importance of having emotional intelligence for successful leadership. In chapters one and two, we have a theoretical approach to the concepts of leadership and emotional intelligence. In the third chapter, we address the interaction of these concepts. This is followed by chapter four and five, where the research method will be used to analyze some of the factors and give conclusions and results through the use of a questionnaire.

CHAPTER 1: LEADERSHIP

1.1 Introduction

In a world that is changing at breakneck speed and becoming increasingly uncertain, complex and competitive, leadership is the key to continued competitiveness and business success. Leadership is linked to personality traits that are inherited, innate or developed during childhood.

The effectiveness of people in key leadership positions depends on their ability to achieve company goals, manage situations and create a favourable climate for their team. The leader is the key person for the success or failure of an organization, *"inadequate, "bad" leadership is worse than non-existent leadership"* (Xytiris, 2017).

In this chapter, definitions and concepts about leadership, the differences between a leader and a manager, and the characteristics of a leader will be given. It will then discuss types of leadership and look at contemporary approaches to the study of leadership.

1.2 Definition

The effectiveness of management depends to a large extent on its ability to lead and to create conditions conducive to leadership. Planning, organization, staffing and control are necessary functions for the effective realization of the objectives of the enterprise, but without the function of leadership it is not capable. There are a significantly large number of definitions of leadership, which more or less agree that the goal of leadership is to influence the behaviour of the members of a social organization to tend towards the effective realization of its goals (Bourantas, 2005).

Leadership can be defined as the process of influencing the attitudes and behaviour of a large or small, formal or informal group of people by an individual (leader) in such a way that they voluntarily, willingly and with appropriate cooperation strive to achieve the goals arising from the group's mission with the greatest possible effectiveness (Bourantas, 2005).

According to Kotter (2011), leadership is associated with taking an organisation and taking it into the future, finding opportunities and successfully exploiting them. The definition of leadership according to Xytiri (2017) is the ability and behaviour of some people to "lead" ahead by changing the existing situation through the influence of others (e.g. subordinates, partners, followers, people).

1.3 Differences between leader-manager

According to Kotter (1990), leadership and management are complementary and have role functions, equally necessary for the effectiveness of managers and the organizations they lead. Management mainly deals with the complexities in modern organizations, while leadership deals with the changes in the modern world. Burantas (2005) stated that management deals with the present of the organization while leadership changes the way people think about what is desirable, possible and necessary. According to Bennis (1990) the manager does things right, while the leader does the right things.

Table: Differences between leader-manager

ADMINISTRATOR	LEADER
Appoints	Emerging
Uses legal authority	Uses personal power
Gives instructions - commands, rewards, punishments	Provides vision, inspires, persuades, motivates through ideals, values, "higher" needs.
Check	Acquisition of self-confidence, enhances
Focus on processes, systems and logic	Focuses on people, emotions, the heart, intuition

Movements in the pre-typical context	Opens up horizons, broadens the scope
Worried about the "how"	Interested in the "why"
Accepts and manages the status quo, prefers stability	Challenges the status quo, makes changes, innovates
Accepts reality	Reality check
Focus on the present, short-term perspective,	Focus on the future, long-term perspective
Make things right	Do the right things

Source: (Bourantas, 2005)

1.4 Characteristics of a leader

Every group needs a leader in order to organise itself. The following are the elements that a successful leader must have:

- The ability to use his power effectively: a leader acquires legitimate authority through election and thus achieves the willing obedience of his team members. The power he possesses and his effective use of the power of authority, reward and the ability to coerce further facilitate the influence of group members.
- Ability to understand: people have different needs at different times and in different situations. A successful leader should have the ability to understand people's needs and expectations and the power to meet them in order to lead the team to achieve the goal.
- Inspirational ability: inspiration is considered one of the most important characteristics a leader must have in order to be able to motivate the team to work diligently in a difficult situation. To achieve this, you must be able to recognize the abilities and skills of each individual and possess ample charm, attractiveness and dedication to duty, characteristics that can be attributed to a charismatic personality.

- Leadership style: Leadership style is both the leader's ability to act in a way that contributes to the development of a conducive environment that meets the demands of leadership and the ability to excite and motivate employees. The leader must design and maintain an effective performance environment. He must be able to identify the needs and desires of his subordinates and then implement a plan that meets their expectations and satisfies their needs. The leader should be participative, face the same problems as his/her subordinates, work in an identical environment, show signs of fatigue and follow the appropriate leadership style, depending on the organizational structure of the service in question.

On the other hand, the organisations within which leadership is exercised should include an appropriate reward system, freedom of action, recognition, an open communication system and a cordial and friendly model of behaviour, which applies to all levels of the organisational structure. The approach there should be both of the organization and the leader and should be conciliatory in nature (Kondalkar, 2007).

1.5 Types of leadership

Goleman (2017) argues that leadership style directly affects everyone with a unique approach to a company's or team's work environment and follows its financial performance. The way in which each leader moves in performing roles and achieving the desired outcome is different. Thus he created six different types of leadership exercise (Goleman, 2000).

1.5.1 Coercive leadership style

Coercive leaders demand immediate obedience, rely on the power of their position and are generally characterized by a lack of empathy. This style, in a word, could be summed up in "do as I say", is effective in times of crisis, in the very early stages of organizational change or when there are problem employees. The general effect of this type of leadership on the organizational climate is negative. Despite the negatives of "command and control" it can be useful for the leader who applies it fairly. For example, in crisis situations, this style is particularly effective (especially in the beginning) for removing old habits and establishing new ways of working. It

proves especially useful in real emergencies, such as a fire, a hurricane, and a hostile takeover of the business, where taking control helps the leader ease the turmoil.

Positive implementation based on management styles requires three emotional intelligence skills: influence, achievement and initiative. In addition, self-awareness, emotional self-control and empathy are essential to achieve the positive outcome as a leader. Achievement means that the leader exercises dynamic management to increase effectiveness. Initiative in this context means that the leader is not only interested in taking advantage of potential opportunities, but also that he or she can move dynamically, rather than procrastinating and regurgitating the course of action.

The most important element for the successful implementation of the style is the emotional self-control of the leader. One that allows him to control anger and impatience or even vent his anger in such a way as to gain immediate attention and motivate employees in the desired direction.

1.5.2 Authoritarian leadership style

The authoritarian type of leader motivates people towards a common vision and is distinguished by the skills of emotional intelligence, self-confidence, empathy and willingness to change. It is summed up in the phrase "follow me" and is effective when a new vision is required or when a clear line of direction for the organisation needs to be given. The overall impact on organizational climate is positive. The leader's ability to perceive the feelings of others and understand their point of view helps him to formulate a truly inspiring vision. This style is particularly effective when the company is in a crisis situation.

Leaders with vision reap even a single fruit, keeping their most valuable employees close to them. When employees align with the values, goals and mission of the company, it becomes a desirable employer. A smart business knows that its vision and mission give employees a sense of uniqueness, a way to feel they stand out from those in other businesses in the same field.

Of all the emotional intelligence skills, empathy is the one that matters most to the visionary leader. The ability to feel the emotions of others and understand their point of view can help shape a truly inspiring vision. Conversely, the leader who does not know how to read people properly can in no way inspire you.

On the other hand, the style that doesn't work when the leader is asked to work with a group of colleagues much more experienced than him, who may see his vision as pompous or simply incongruous with the needs of the moment.

1.5.3 Collaborative leadership style

The type of leadership of the partner creates harmony and emotional bonds between the people in the group. It is distinguished by the emotional intelligence skills of empathy, bonding and communication, and the motto of such a leader is "people first". This style is effective when there is a need to strengthen team cohesion or to encourage people in times of crisis.

Here the leader operates with a human-centred approach, creating connected and harmonious teams which he or she manages with empathy. He thus creates space for new ideas, as people feel comfortable to come out to express and support their point of view. The lovable leader is always available to offer feedback and is not afraid to praise his people. However, this style needs to be applied with caution, as there is a risk that negative feedback is not given sufficient emphasis, thus reducing the prospects for improvement.

1.5.4 Democratic leadership style

The democratic type leads to consensus through participatory processes and is distinguished by the emotional skills of communication and cooperation. Those who excel in communication and are excellent listeners, and the strength of the democratic leader is knowing how to listen. Such leaders create a sense that they sincerely ought to listen to the thoughts and problems of the employees themselves. A democratic leader always seeks the opinion of others and is effective when there is a need to build consensus or listen to the opinion of the majority of workers.

The democratic approach style is an excellent solution, especially in cases where the leader is unsure of the future directions to be followed and takes the ideas of others. The impact on the organisational climate is positive. Empathy plays an important role in democratic leadership, especially when the people who make up the team are very diverse. If the leader is not able to resonate with a wide range of people, he or she will be more prone to misunderstandings and failures.

Of course, the democratic style has its drawbacks. When its leader is applied exclusively, procedures can take forever, ideas can be regurgitated, consensus remains impossible, and the only visible result is the scheduling of further meetings. The price of all this is likely to be disorientation, slowness and often escalation of conflict.

1.5.5 Leadership style with rhythms

The coordination type sets high performance standards and is distinguished by the emotional skills of diligence, motivational success and initiative. The style is summed up in the phrase "do what I do, now" and works best when there is a need for quick results from an enthusiastic and capable team. Although it focuses on employee development rather than task completion, whenever applied it brings positive emotional response and better results

Establish an ongoing mutual dialogue that allows employees to more easily accept feedback on their performance and respond to work that they like to match their own expectations. At the same time, this style facilitates the sharing of responsibilities, giving employees awakening assignments instead of tedious tasks that just help you get a job done. It performs excellently with those employees who show initiative and have ambitions for further professional development.

These leaders lack the ability to work in teams or communicate effectively. The most obvious negative characteristic is a lack of emotional self-management, which manifests itself either in the form of insistence on control or impatience. It can fail when the employee is not motivated or needs personal guidance when not properly applied this approach leads to simple management and individual inspection. This can undermine the employee's confidence and in the process lead to a drop in performance.

Another disadvantage is that sometimes the organisational climate is negatively affected, because creativity is suppressed and a stifling atmosphere is created. When leaders use this style or apply it in an ineffective way, it only masks the vision, but also creates disharmony. Too often the only thing they care about are the numbers, which are not always enough to inspire you to energize their employees on them.

1.5.6 Coaching leadership style

This type of coaching emphasizes the further development of its employees and is distinguished by the skills of developing the other, empathy and self-awareness. It is summed up in "try this" and is effective in improving and developing the workforce and unleashing its potential. Although its usefulness is limited when immediate results are required, this style has a surprisingly positive impact on the team atmosphere. The generally positive atmosphere it creates makes it suitable for any event that requires coordination. Leaders should apply it particularly when trying to increase harmony in the team, raise morale, open channels of communication or restore lost trust.

The disadvantage in the case where the leader relies solely on building cooperative relationships is obvious that work takes a back seat to first feelings. Leaders care about being accepted by others, often to the detriment of the business. So despite the positive benefits they should not be applied exclusively. Since everything is primarily focused on praise, it is possible to overlook poor performance and make employees believe that the company tolerates mediocrity.

Truly successful and effective leaders do not use just one of these styles, but have flexibility and switch styles as they see the needs they see arising in the business. The four leadership styles are certain methods for establishing harmony. Each has a strong positive impact on the emotional climate of the business.

Goleman believes that leaders who demonstrate four of the six styles, notably collaborative, democratic, authoritative and directive, create the best organizational climate in their companies and achieve the greatest performance.

1.6 Contemporary approaches to leadership

1.6.1 The service leadership

Greenleaf in the 1970s advocated the idea of servant leadership, believing that these leaders prioritise service to others - employees, customers, society. The leader in this style is essentially a servant himself (Hunter et al., 2013). The leader's primary concern is first to serve and then to lead. The guideline of this leadership style

indicates that the leader's highest priority is to encourage, support, and allow subordinates to unfold their potential and abilities (Watts, 2013).

Characteristic of the servant leader:

- The ability to listen in depth and to really understand.
- The ability to be open-minded and not to criticise those who listen to you.
- Ability to deal with ambiguous, paradoxical and complex issues.
- Believe that the fair distribution of critical challenges across departments and the involvement of subordinates in addressing them is more important than finding solutions individually.
- Be clear about objectives and lead without giving orders.
- The ability to be first a servant, helper and teacher and then a leader.
- Be convincing.
- To choose the wisdom of his words, so as not to hurt, degrade, invalidate their followers.
- Ability to be proactive and intuitive.
- Seeing things as a whole, supporting and helping to develop relationships and bonds (Spears & Lawrens, 2002).

Servant leadership positively influences the team through trust and psychological safety of the team. It reinforces team members' belief in collective competence and enhances clarity around team goals and processes. Creates a perception of organizational justice and enhances follower satisfaction, resulting in job retention. It also emphasizes the promotion of employees, resulting in helping and creating behaviors in the organization. Leaders reduce emotional exhaustion and positively affect the performance of the organization (Anderson & Sun, 2017).

1.6.2 Authentic leadership

It is a positive form of leadership that tends to create enduring values that lead organisations and individuals to wealth. The concept of authentic leadership asserts that the leader must be self-aware, honest, very familiar with the values, principles and act on them (Caza & Jackson, 2011). In this way he is a source of inspiration for his subordinates. Also, authentic leaders must remain true to their ideals, and no matter how difficult this may be, under the weight of pressures (Marquis & Huston, 2011).

Authentic leaders use their natural abilities, but nevertheless recognize their shortcomings and weaknesses and try to overcome them. They lead with values, purpose and methodicalness. Their relationships with their subordinates are not superficial, but deep, meaningful and over time. Followers remain steadfast and firm beside the leader and possess self-discipline and perseverance (George, 2003).

1.6.3 Charismatic leadership

Weber argued that charismatic leadership was one of many ideal types of power. The first researcher to examine charismatic leadership was Robert House. According to charismatic leadership theory, followers attribute heroic dimensions or excessive leadership abilities when they observe certain behaviors and tend to give leaders power and authority. Some studies have attempted to identify the characteristics of a charismatic leader and have listed four of them: having a vision, being willing to take personal risks to achieve that vision, being sensitive to the needs of followers, and exhibiting behaviors that are not common.

Key characteristics of charismatic leaders:

- Vision. They have a vision, which is expressed as an idealized goal that proposes a future better than the status quo, and are able to clarify the meaning of the vision in terms that are understood by the other person.
- Personal risk. They are willing to take high personal risk, incur high costs and sacrifice themselves to achieve the vision.
- Sensitivity to the needs of fans. Understands the needs of existing fans and responds to their needs and feelings.
- Unusual or irregular behaviour, contrary to the rules.

These leaders stand out from others with their tendency to dominate, have a strong belief in their ideas and vision, a need to influence others and high self-confidence. Through challenging tasks and followers' need for success, commitment and power, charismatic leaders can motivate their followers to achieve high goals, accompanied by loyalty and trust in subordinates.

Through the model, these leaders demonstrated the values and beliefs that they wanted their followers to adopt in order to achieve the mission. Subordinates led by charismatic leaders are motivated to try harder at work and because they are liked and

respected they express greater satisfaction (Conger, 2011).

1.6.4 Transformational leadership

Many studies have focused on differentiating the transformational from the transactional leader. Studies from Ohio and Michigan Universities, Fiedler's model and objectivist theory describe the entrepreneurial leader - one who guides followers toward defined goals by clarifying role and task requirements (Langton et al., 2016).

Burns 1978, was the first scholar to introduce this style, stating that it is a process of motivating followers who believe in the same values for the "greater good", emphasizing the close relationship between the leader and the followers. Bass 1985 extended Burns' theory by explaining how this leadership style can be measured in terms of the leaders' influence of followers and how followers will be motivated (Grossman & Valiga, 2017).

Transformational leadership takes leadership to the next level by inspiring followers to commit to a shared vision and goal for the organization, challenging them to be innovative in problem solving, and developing followers' leadership skills through coaching, mentoring, counseling, challenging and supporting. Transformational leaders do not barter or make deals with their colleagues and followers (Bass & Riggio, 2006).

How to achieve superior results using one or more of the four elements of transformational leadership:

- Idealised influence: transformational leaders behave in such a way that followers see them as a role model. Leaders are admired, respected and trusted. Followers identify with leaders and want to emulate them, as leaders are seen as endowed with exceptional skills, perseverance and determination. Thus, there are two aspects of idealized influence: the behaviors of the leader and the attributes attributed to the leader by followers. In addition, leaders who have a high degree of idealized influence are willing to take risks and are consistent rather than impulsive. They can be relied upon to do the right things by demonstrating high standards of moral behavior.
- Inspired motivation: transformational leaders behave in ways that motivate and inspire those around them, providing meaning and challenge to the work of their followers. Team spirit emerges. There is enthusiasm and optimism. Leaders clearly communicate expectations and demonstrate commitment to goals and

shared vision.

- Intellectual stimulation: transformational leaders stimulate followers' efforts to innovate and address old situations in new ways. Creativity is encouraged. There is no public criticism of individual state mistakes. New ideas and creative solutions to problems are solicited from followers, who are included in the process of addressing problems and finding solutions.
- Individualized focus: transformational leaders pay special attention to each follower's needs for achievement and growth, acting as a coach or mentor. Followers develop to their highest levels of ability. Individualized attention is applied when there are new opportunities for learning, individual differences in the level of needs and desires are recognized, and the leader's behavior demonstrates acceptance of individual differences.

Two-way exchange of information is encouraged. Interactions with followers are personalized, the leader listens deeply to followers and assigns tasks as a means of development. Assigned tasks are monitored to determine if followers need additional direction or support and evaluate progress where followers do not feel they are controlling you (Western 2008, Bass & Riggio, 2006).

The transformational leader is most effective when followers can see the positive impact of the project on them through direct interaction with customers or other people (Langton et al., 2016; Robbins, 2013).

1.6.5 Transactional leadership

Transactional leaders are those who lead through social exchanges, motivating followers for their own self-interest and benefit exchange. The exchange can be economic, political or psychological in nature, such as exchanging goods, exchanging goods for money, exchanging votes for jobs or grants for campaign contributions. Each member of the agreement is aware of the strength and behavior of the other. At the end of the transaction the relationship no longer exists (Burns, 1998). Transactional leaders in business offer financial rewards for productivity or deny rewards for lack of productivity (Yukl. 2010; Bass & Riggio, 2006).

Transactional leadership includes the following leadership behaviours:

- Exceptional-exceptionally rewarding: the leader rewards stakeholders for effort, promises rewards for good performance, acknowledges achievements.

- Exceptional (active) management: the leader monitors and evaluates the performance of the followers and takes corrective action when necessary.
- Exceptional management (passive): the leader intervenes only when standards are not met.
- Avoid (Laissez-Faire): the leader denies responsibility and avoids making decisions. It is considered the most passive and ineffective form of leadership (Langton et al. 2016).

CHAPTER 2: EMOTIONAL INTELLIGENCE

2.1 Introduction

Freud and other psychologists and philosophers referred to the term emotional intelligence to describe the projection of human emotions into the physical world. Salovey & Mayer (1990) referred to empathy as a fundamental human capacity between (a) self-awareness, (b) emotional control, (c) self-activation, and (d) manipulation of relationships. People with empathy are generally described as people who are sensitive to others.

Some theories about empathy claim that empathy is in our genes, while others claim that we learn empathic behaviour at home. Unlike the early researchers, Salovey and Mayer, Goleman defended that emotional intelligence can and is taught. However, he firmly believed that emotional intelligence develops with age (Goleman, 2011).

This chapter will provide definitions and concepts related to emotional intelligence and empathy, emotional competences and the applications of emotional intelligence, both in behaviour and in the workplace.

2.2 Definition

According to Salovey and Mayer: "It is the ability of a person to perceive and express his emotions, to adjust his thinking to them, to understand the cause of them, and to regulate their effects on himself and those around him". It is a combination of relationships, personal competence, social competence and management in relation to authenticity (Sullivan, 2013).

Goleman argues that it is: "a complex set of skills that enable a person to organize the emotions of self and those around them in order to manage and control emotions effectively in relationships with others".

2.3 Emotional skills and empathy

On an individual level, Goleman talks about two basic emotional skills: (a) self-awareness, which includes emotional awareness, i.e., one's ability to recognize one's feelings and their effects, accurate evaluation of oneself, knowing one's potential and limitations, and self-confidence, a strong sense of personal worth and competence; (b) self-management, which includes self-control, reliability and integrity of character, conscientiousness, adaptability, motivation, success, and initiative.

At the collective level, two competences also stand out: (a) social awareness (social awareness includes empathy), i.e. the ability to see things from the perspective of others and to feel as they feel, service orientation, i.e. the ability to recognise and satisfy the needs of the client, and organisational awareness, so as to be able to understand the dominant feelings of a group and the power relations that prevail in it.

And (b) relationship management, which includes concern for the development of others, influence, communication, handling conflict, visionary leadership, i.e. the ability to mobilise people towards a shared vision, being a catalyst for change that can be brought about and effectively handling change, building bonds, and teamwork and collaboration.

According to Goleman (2011), who states that every person is born with certain levels of emotional intelligence skills, which can be enhanced through persistence, practice and feedback from your peers and trainers. Emotional intelligence is fortunately learned. It is not an easy process. It takes time, effort and most importantly commitment. But the benefits that come from it are so much about the individual and the organization that it justifies the effort.

These do not deny the importance of IQ and technical skills for strong leadership. But structure will never be complete without emotional intelligence. I once held the view that emotional intelligence is an optional but useful element of a leader. Today in the ever-changing uncertain world of work, the most important success factor is emotional intelligence. People have brains and logic and therefore, with these two they influence every action. Emotional literacy, that is, knowing one's emotions and how they affect operations, is the goal of emotional intelligence (Goleman, 2011).

Empathy is considered by many to be the most important element of emotional intelligence and is essentially the ability to fully understand the feelings and thoughts

of other people, and to react accordingly in order to understand and offer help. Despite the considerable engagement of academics with the phenomenon of empathy, there does not seem to be a widely shared and accepted definition. Most studies do, however, acknowledge, both the cognitive and affective dimensions of empathy, namely the ability to understand one's internal emotional state and develop related emotions (Clark, Robertson & Young, 2019).

Based on the above, in its ideal form, an emotionally intelligent person is distinguished by a high degree of self-awareness, is aware of his or her capabilities and limits, and has self-esteem and self-respect.

2.4 Applications of emotional intelligence

The assessment of emotional intelligence seems to be a good indicator of people's performance in various areas. Mayer (1990) and his colleagues in a study conducted expressed the view that emotional intelligence can have important implications for prediction in school, the workplace or even at home. They don't consider emotional intelligence to be a substitute for cognitive ability or professional skills, but it gives you a range of positive outcomes in many areas, high emotional intelligence.

2.4.1 Emotional intelligence and behaviour

Research conducted over the last decade (Thrinidad & Johnson, 2001; Mayer, 2001) has found that emotional intelligence is positively associated with more acceptable behaviour and contributes to a reduction in behaviour problems as well as a reduction in violence among students in school. More specifically, the study found that students with high emotional intelligence smoked fewer cigarettes, drank smaller amounts of alcohol, were less aggressive with their peers, and were more accepting of their teachers than students with low emotional intelligence.

These studies also showed that students with high emotional intelligence interacted positively with their peers and teachers, interacted more with them and were satisfied with their lives to a greater extent than students with lower emotional intelligence.

Emotional intelligence has been associated with high social competence, socially acceptable behaviours and easier establishment of friendly and close relationships (Lopes & Salovey, 2001). The positive correlation with acceptable social behaviour seems to be due to a better understanding and expression of one's own and others' emotions and, consequently, an appropriate response depending on the context and situation.

2.4.2 Emotion at work

It is an undeniable fact that the workplaces in which people move influence their thoughts, feelings and actions. This relationship, however, is a two-way street. In a similar way, people perceive the work environment through their thoughts, feelings, behaviours and reactions.

Emotions, which are largely caused by people's interpretations of various events, make their appearance in the workplace. In this sense, workplaces can be seen as emotional spaces. Workplace emotions have a positive or negative texture, are a hindering or helping factor in the achievement of work and industrial relations and are characterised by their great variety.

Some of the elements that lead to the production of emotions and moods at work are:

- Endogenous work factors: examples of these categories include stressful or pleasant events related to work, leadership and leaders, characteristics of the job itself, working conditions, rewards and punishments, etc.
- External work factors: it is possible that some of the emotions people experience at work are generated elsewhere, for example, family problems or difficulties have an impact on how someone feels in the work environment. Conversely, a smooth, and pleasant family or interpersonal life is reflected, and this, in turn, is reflected at work.

The importance of emotional intelligence in the workplace is reinforced by Mayer and his colleagues following a series of studies. More specifically, they argued that emotional intelligence is a crucial factor in the development of an individual within the workplace, as it can lead to the acquisition of certain important leadership roles, career advancement and substantial improvement in professional life (Mayer, 2003).

From the beginning of the Covid-19 pandemic to the present day, we have experienced feelings of insecurity, anxiety and fear. Of course, these negative feelings are largely found in the workplace, and an organization's leadership should be more concerned about the mental health of its employees today than ever before to ensure its sustainability. The most effective way to achieve this is through a combination of IQ, which is the thinking mechanism that analyses situations in order to solve problems, and EQ (emotional intelligence), which is the practice of compassion and social connection (Smith, Oosten and Boyatzis, 2020).

For the effective implementation of empathy by a company's leaders it is vital that it precedes any other discussion of formal work-related procedures, otherwise the results may be the opposite of what is desired. For example, in trying to give a team member negative feedback, if we do not start by showing empathy, they are likely to react defensively and therefore not accept feedback and not use it. By showing care and concern for the whole employee, it becomes much easier to create a productive relationship, which promotes teamwork and the achievement of desired outcomes (Bregman, 2020).

CHAPTER 3: EMOTIONAL INTELLIGENCE AND LEADERSHIP

3.1 Introduction

We are all "wired" or programmed to do two things at work: compete and collaborate. Much of traditional leadership is based on "doing well", resulting in individual strength that contributes to the growth of the business. But in a networked world with flatter organizations that focus less on decision making and have less respect for positions of authority, individual power becomes less effective. The balance has shifted from individual power to what Goleman calls "socialized power," which comes from collaboration. "Getting along" has now become the route of "getting along", despite one being an alternative to the other.

Those who use socialized power realize that power is in their network, all the more so now, as horizontal connections become increasingly critical to effective business management. Harness this power by understanding and meeting the needs of the people in the network, and by promoting the values and behaviors that bring that network together and behind the common purpose of the organization. This, according to Goleman, requires deep social intelligence.

Emotions were seen as "noise" in organisations and as obstacles to their central purpose. But Goleman helped redefine the primary purpose of leadership, which is to harness both personal and other positive emotions, which in turn will help the organization progress. Thus, the leader's emotional task is primary in two senses, Goleman reasons, as the initial and most important foundation of leadership. Primary leadership transcends understanding to focus on the outcome, then, Goleman says.

Effective leadership means that you can express your message in a way that motivates others, both through your actions and the way you communicate. The link between social intelligence and performance is critical, not just for those who will remain in the organization. Disinterested and unrealistic leadership is one of the main reasons people with talent leave.

Emotional intelligence has been linked to creating a collaborative and effective team and to leadership. The element of self-regulation enables nursing staff to work in such a way that they are not distracted by other issues, with calm, organisation and

professionalism in critical situations resulting in a calm and stable working environment. Employees with high emotional intelligence show high levels of a task in the body, thus enhancing a positive work environment and team building (Marquis & Huston, 2011).

In this chapter we will discuss emotional intelligence in the leadership process, examine the key behaviours of an emotionally intelligent leader, and finally, we will see why emotional intelligence is an essential ingredient for the success of a leader.

3.2 Emotional intelligence and the leadership process

The leader is in constant interaction with employees and the ability to understand, manage and influence their behaviour can be crucial to improving their performance. Recognising the emotional needs of employees, and creating shared emotional experiences within the team that can lead to increased employee solidarity and therefore maximise benefits for the organisation.

The employee according to Mayer (2000) wants to be a socially effective being; emotionally intelligent leaders can with their behaviour help to promote effectiveness at all levels. In fact, according to research by Salovey, Mayer and Caruso (1999), individuals who score high on the ability to accurately perceive, understand and evaluate the emotions of others are better able to respond flexibly to changes in the social environment and build supportive networks. The same authors argue that leaders with high emotional intelligence are able to perceive the emotional atmosphere and act in a timely manner when the need arises.

Furthermore, it is argued that emotional skills are vital for those in positions of responsibility because it is their duty to get the most out of their employees. These emotional skills have an overwhelming impact on the company's climate, employee motivation and customer relations.

According to Goleman, at the highest hierarchical level, cognitive abilities are less important, while emotional intelligence plays a more important role. In less complex situations, according to him, there is a more or less direct relationship between intelligence and a person's performance, in the sense that an employee or a smart employee will work better than others less gifted. But in higher-level situations, such

as those of managers or engineers and scientists, intelligence and expertise do not in themselves predict exceptional performance. The strength of the leader's emotional qualities, the ability to communicate and build interpersonal relationships, and the ability to create a friendly environment are the characteristics that distinguish leaders with excellent financial performance (so-called "star leaders") from leaders with mediocre results.

Goleman even supports this view by citing the example of a talent scout in the South American region, who compared 277 managers with 26 managers who had proved ineffective in their work, leading to the conclusion that those who failed were highly knowledgeable and highly intelligent. What is notable, however, is that those who failed had major deficiencies in emotional intelligence: arrogance, inability to adapt to the changing economic environment, contempt for colleagues and teamwork were some of the key characteristics.

Emotional intelligence is a factor in multiplying the company's revenue into millions of dollars. But as emotional qualities create an expensive value-add, the deficit comes at a high price. According to the analysis of the above example, a company's mood is responsible for 20%-30% of that company's business performance. And the climate is determined 50%-70% by one person: the leader who creates the conditions that directly lead to people's ability to work profitably (Reldan & Nadler, 2011).

3.3 Key behaviours of the emotionally intelligent leader

According to Ryback (1998) in his book "Putting emotional intelligence to work: successful leadership is more than IQ", an emotionally intelligent leader, in particular, manifests 10 key behaviours that differentiate him from his not so emotionally intelligent colleagues:

- He does not have a critical attitude towards his subordinates. Criticism is always constructive comments. There is a huge difference between saying "you are not doing your job well" and saying: "You would do a better job for yourself if you did this, this and this". The first kind of criticism reduces the other person's

confidence, the second gives them avenues for improvement and makes them feel that they have the appreciation and interest of their boss.

- He understands others and their feelings and uses examples from his own experiences to help others understand themselves better.
- Be honest about his feelings and high quality. This is an original, straightforward and set goals clearly, unambiguously, without hypocrisy and deception.
- He is always present, ready to take responsibility, open to criticism. Even when things don't go as planned, he doesn't get defensive or blame the bosses for the problems. Armed with transparency and absolute honesty, he takes responsibility for his actions and takes decisions after giving all those directly concerned the opportunity to express their opinions.
- He pays attention to detail without getting lost in it. He always focuses on the big picture.
- They are expressive and attach great importance to personal communication.
- Feel free to share their feelings, but be selective about when and where. By sharing feelings and thoughts with colleagues and managers at the right time, the leader can create a stronger sense of team identity, showing that they are a confident individual, thus gaining the respect and trust of the team.
- Be supportive and make them feel irreplaceable and valuable and that they will actively contribute to the success of the company.
- It is decisive and resolves conflicts quickly before they become large-scale and unmanageable.
- Characteristics of zeal and enjoys the feeling of power, but the pursuit of success become part of it. I don't feel he has to prove anything to anyone, he only has a responsibility to himself, his subordinates and his business.
- He is confident and allows his surroundings room to breathe and grow, encouraging him to take bigger risks and set higher goals, taking advantage of so much talent and potential.

3.4 Emotional intelligence as a key ingredient for the success of a leader

The results of a number of studies show that a leader's emotional intelligence is crucial to creating a productive work environment that motivates employees and encourages them to do their best. This enthusiasm and extra effort in the long run leads to increased operational effectiveness.

Specifically, in a study by Williams (1994) of senior executives of US insurance companies, it was shown that executives with more emotional intelligence skills have better financial performance using profits and business growth as a criterion. A similar relationship between emotional intelligence skills and operational results was found by Khalili (2012) in a survey of managers of a multinational beverage and food company.

Those managers who had a high percentage of emotional intelligence skills from achieving annual business goals performed 15 to 20% better than managers with fewer emotional intelligence skills.

Also of interest is the research of Claudio Fernandez-Araoz (2001) on the success factors of top management. In a sample of 515 senior managers from Latin America, Japan and Germany, he found that winners and 'losers' managers presented different profiles in terms of three key elements: experience and seniority, cognitive intelligence and emotional intelligence.

Fernandez-Araoz was then on some combinations of the above three characteristics that determine the success of senior management and can be used as selection criteria for senior positions:

- The most powerful combination, a key success factor is the combination of excellent service and experience with high emotional intelligence. A moderate IQ does not seem to act negatively on success.
- The second best combination is that of high emotional intelligence with high cognitive intelligence, when experience is not enough.
- The traditional combination of great service with high cognitive intelligence does not seem to have much to offer to the success of senior managers when emotional intelligence is low.

CHAPTER 4: EMPIRICAL RESEARCH IN PUBLIC HOSPITALS

4.1 Research methodology

In this research study, 100 supervisors working in public hospitals, who are the sample of the study, completed the Multifactor Leadership Questionnaire-M.L.Q Form 6S as well as the Wong and Law Emotional intelligence Scale (WLEIS). In addition, they answered some questions to collect their social data in order to assess whether there is a difference in emotional intelligence and leadership due to them.

This chapter presents the descriptive and statistical analysis as derived from the sample responses. The answers to all the parts except for the demographic part use a five-Likert scale, where 1=Strongly disagree and 5=Strongly agree. More specifically, the descriptive analysis of the sample was carried out in terms of gender, age, level of education and the directorate/department of the hospital in which they work.

However, apart from the descriptive analysis of the sample, a statistical analysis of the data was also carried out in order to study the role of emotional intelligence in effective leadership in the health sector. Finally, a descriptive analysis of the factors of emotional intelligence and the three forms of leadership was also conducted. All the above were studied by using SPSS22 program.

4.2 Research results

4.2.1 Demographic characteristics

Figure 4.1 provides information on the gender distribution of the sample. It is observed that women represent 56% of the sample while men represent 44%.

Figure 4.2 shows that the 25-34 age group occupies a small proportion of the 4% sample. This is mainly due to the fact that no new staff has been recruited due to the economic recession in Greece in recent years. The age group 35-44 occupies a small percentage of the sample 18%, while the age groups 45-54 and 55-64, which are the main age group of the sample, occupy 34% and 36% respectively. Finally, the 65+ age group occupies 8% of the sample.

Figure 4.3 provides information on the distribution of the sample by level of education. More specifically, it can be observed that the largest percentage of respondents, 35%, belong to the Higher category (IEK/TEI). 31% hold a Master's/Doctoral degree, 30% belong to the Higher category (University) i.e. they hold a degree from a university, while only 4% belong to the Intermediate category (Gymnasium/High school). We observe that the level of education of the employees is quite high as the majority of the respondents hold at least one university degree.

Figure 4.4 shows the distribution of the sample according to the address to which each employee belongs. More specifically, it can be observed that the largest percentage of respondents, 24%, belong to the Administrative sector. 20% belong to the Surgical sector, 13% to the Laboratory sector and 19% to the Pathology sector. Finally, a small percentage of the sample belongs to the Psychiatric sector, the Emergency Department and the Technical sector with percentages of 9%, 7% and 8% respectively.

4.2.2 Descriptive statistics of emotional intelligence and leadership

The overall mean score for emotional intelligence is 3.061250, indicating that the majority of respondents have high emotional intelligence. The lowest value for emotional intelligence is .0000 while the highest is 4.0000. Despite the existence of some extreme values, the respondents range from moderate to high emotional intelligence. In terms of leadership, the mean is 2.878414 suggesting that the majority of the respondents possess a high degree of leadership traits.

The lowest value for leadership is .0000 while the highest is 4.0000, values that reveal that the leaders in the sample possess moderate to high degree of leadership traits. The standard deviation for both variables is small indicating that the means are a representative statistical measure of the distribution of the variables. Specifically, the standard deviation for emotional intelligence is .6227852 and for leadership is .6173957. Table 4.1.1 lists the full descriptive statistics for the two variables.

Descriptive statistics					
	N	Minimum	Maximum	Mean	std. deviation
Leadership	100	.0000	4.0000	2.878414	.6173957
emotional intelligence	100	.0000	4.0000	3.061250	.6227852
Valid N (listwise)	100				

Table 4.1.1 Descriptive Characteristics of Emotional Intelligence and Leadership

4.2.3 Inductive statistics of emotional intelligence and leadership

Below is the scatter plot (Figure 4.5) which indicates the existence of a positive linear correlation between the two variables, emotional intelligence and leadership as the points tend to cluster around an imaginary line. Some outliers are also observed.

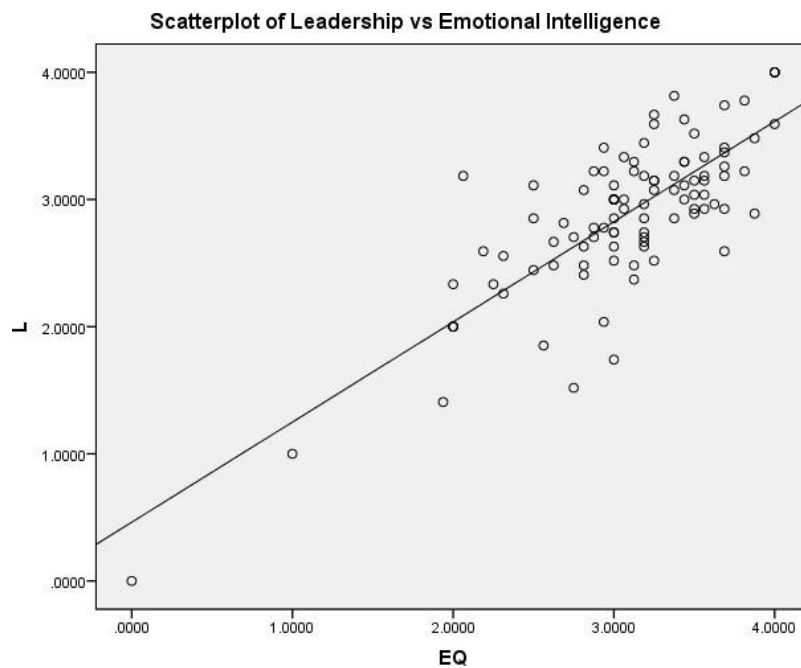


Figure 4.5 Scatter plot for Emotional Intelligence and Leadership

Running a regression with the least squares (OLS) method for the variables Leadership-Emotional Intelligence we get the following results:

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.795 ^a	.631	.628	.3767528
a. Predictors: (Constant), EQ				
b. Dependent variable: Leadership				

Table 4.2.1 Model

ANOVA ^a						
Model		Sum of Squares	df	mean square	F	Sig.
1	Regression	23.587	1	23.587	166.172	.000 ^b
	Residual	13.768	97	.142		
	Total	37.355	98			
a. Dependent variable: Leadership						
b. Predictors: (Constant), EQ						

Table 4.3.1 Anova

Coefficients ^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
		B	Std. Error	Beta			Lower Bound	Upper Bound
1	Constant	.462	.191		2.415	.018	.082	.841
	EQ	.788	.061	.795	12.891	.000	.667	.909
a. Dependent variable: Leadership								

Table 4.4.1 Coefficients

From the table of Coefficients (Table 4.4.1) we observe that the p-value (Sig.) of the coefficient of the variable Emotional Intelligence is less than 0.001, so it is statistically significant. Also, a 95% confidence interval for the coefficient of the EQ variable is (.667, .909). Finally, for the F test (Table 4.3.1) we have that the p-value < 0.001, so our model is statistically significant.

We also get the following diagrams:

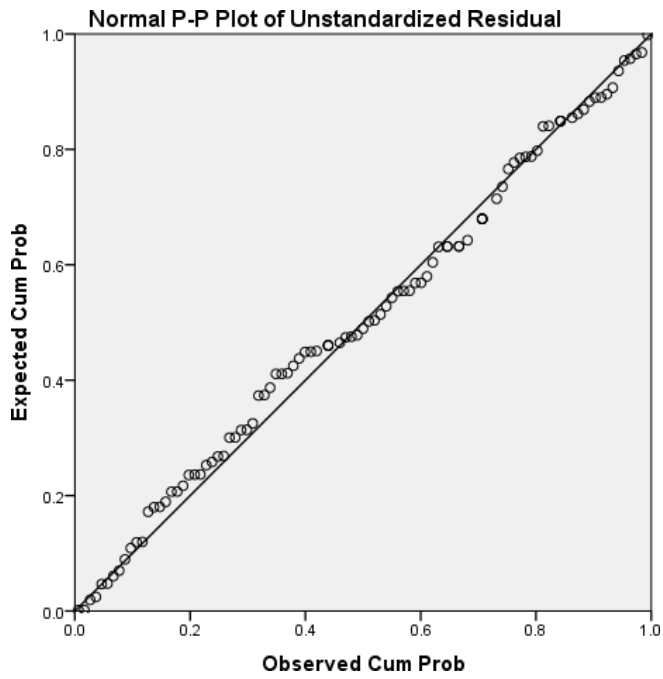


Figure 4.6 Normal plot

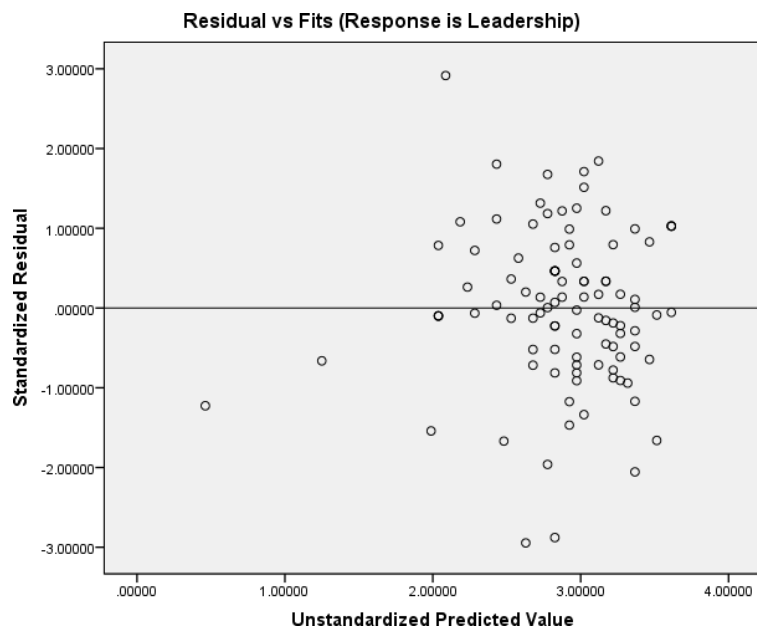


Figure 4.7 Residual vs Fits

From Figure 4.6 we can see that most of the errors are close to the red line, so they follow a normal distribution. Furthermore, from Figure 4.7 we observe that the errors are randomly distributed around zero, i.e. there is no pattern. Although not essential to achieve unbiasedness of regression coefficients, normally distributed errors are required to achieve trustworthy inferences in small samples (Weisberg, 2005). We can investigate the trustworthiness of confidence intervals calculated via OLS regression in this scenario by evaluating the coverage of confidence intervals (Williams et al., 2013). Therefore, the hypothesis of constant variation is not rejected. In summary, we have that the OLS assumptions are not violated.

4.3 Interpretation of results

We interpret the coefficient of the Emotional Intelligence variable as with every one unit increase in emotional intelligence, on average, there will be an increase in leadership. Finally, the independent variable Emotional Intelligence explains 63% (see Table 4.2.1, R-sq column) of the variability of the dependent variable Leadership.

Descriptive statistics of emotional intelligence and its constituent factors:

Descriptive statistics					
	N	Minimum	Maximum	Mean	std. deviation
1.I usually understand why I have certain feelings	100	0	4	3.13	.800
2.I have no difficulty understanding exactly what I feel	100	0	4	3.22	.786
3.I fully understand what I feel	100	0	4	3.30	.893
4.I know when I am or am not happy	100	0	4	3.48	.810
5.I understand my friends' feelings by their behaviour	100	0	4	2.97	.846
6.I am a good observer of the feelings of others	100	0	4	2.88	.879
7.I am sensitive to the feelings and emotions of others	100	0	4	3.09	.830
8.I can understand well the	100	0	4	2.92	.800

feelings of people around me					
9.I always set goals and try my best to achieve them	100	0	4	3.24	.793
10.I always tell myself that I am a capable person	100	0	4	3.01	.904
11.I am a person with goals	100	0	4	3.13	.939
12.I always encourage myself to "do my best"	100	0	4	3.28	.854
13.I can manage my anger and deal with difficulties rationally	100	0	4	2.85	.892
14.I have the ability to control my emotions	100	0	4	2.83	.853
15.I can calm down quickly when I feel anger	100	0	4	2.75	.880
16.I have good control over my emotions	100	0	4	2.90	.835
Valid N (listwise)	100				

Table 4.6.1 Descriptive statistics for each question related to Emotional Intelligence

Descriptive statistics					
	N	Minimum	Maximum	Mean	std. deviation
Prosperity	100	.0000	4.0000	3.282500	.7244425
Self-control	100	.0000	4.0000	2.965000	.7256310
Emotionality	100	.0000	4.0000	3.165000	.7514464
Sociality	100	.0000	4.0000	2.832500	.7487827
Valid N (listwise)	100				

Table 4.7.1 Descriptive statistics of the factors that make up Emotional Intelligence

From Table 4.7.1, it can be seen that there is a high score on the wellbeing factor and the emotionality factor, averaging 3.282500 and 3.165000 respectively, suggesting that the leaders in the leadership space surveyed have a general sense of wellbeing that starts from their past achievements and extends to their future aspirations. These people are positive about seeking opportunities, more willing to

take risks, have self-esteem, and are quite satisfied with their lives. They also have a wide range of skill-related emotions. That is, they have the ability to understand and express their emotions and use these skills to develop and maintain relationships with their partners.

The self-control factor with a mean of 2.965000 suggests that the leaders in the leadership field surveyed have a healthy degree of control over their impulses and desires. They also appear to possess flexibility and are also particularly good at managing stress, i.e. managing both external pressures and internal conflicts. Finally, the sociability factor with a mean of 2.832500 focuses more on the individual as an agent in different social environments rather than on personal relationships with family and close friends. Thus, the respondent leaders possess social interaction skills, listening skills as well as the ability to communicate clearly and confidently with people from different backgrounds. EQ is about creating a good supportive warmth climate by the leader to the employees, by understanding them, supporting them, and knowing how to communicate with them Maamari and Messarra (2012).

Descriptive statistics of leadership and its constituent factors:

Descriptive statistics					
	N	Minimum	Maximum	Mean	std. deviation
1.I make others feel "comfortable" around me	100	0	4	3.08	.825
2.Express in simple terms what we need to do	100	0	4	3.11	.803
3.Helping others to look for new ways of dealing with problems	100	0	4	3.07	.756
4.Helping others to improve	100	0	4	3.09	.830
5.Telling others what to do if they want to be rewarded for their work	100	0	4	2.78	.938
6.I am satisfied when my colleagues share the same values and beliefs	100	0	4	3.30	.990
7.I am not bothered when others work in a certain way	100	0	4	2.87	.960

8.They have complete trust in me	100	0	4	3.01	.823
9.I show with emphasis and enthusiasm what we need to do	100	0	4	2.93	.902
10.Propose new ways of approaching complex issues	100	0	4	2.99	.904
11.Express my opinion about their work	100	0	4	2.97	.948
12.Provide recognition/reward when others achieve their goals	100	0	4	3.20	.953
13.As long as everything is going well, I don't try to change anything	100	0	4	3.04	.989
14.I have no problem with whatever others want to do	100	0	4	2.38	1.052
15.They feel proud to work with me	100	0	4	2.86	.841
16.Helping others find meaning in their work	100	0	4	2.81	.884
17.Encourage them to rethink ideas and see things from different perspectives	100	0	4	3.07	.935
18.I am personally involved with people who are an exception	100	0	4	3.03	.915
19.Draw attention to what others can gain from something they have achieved	100	0	4	2.89	.920
20.I show my colleagues what they need to know in order to do their job	100	0	4	3.17	.877
21. I ask nothing from others but only the necessary	100	0	4	2.52	1.132
Valid N (listwise)	100				

Table 4.8.1 Descriptive statistics for each question related to Leadership

Descriptive statistics					
	N	Minimum	Maximum	Mean	std. deviation
Transformational Leadership	100	.0000	4.0000	2.992222	.6382369

Transactional Leadership	100	.0000	4.0000	3.057239	.6763029
Leadership to avoid	100	.0000	4.0000	2.590000	.8299325
Valid N (listwise)	100				

Table 4.9.1 Descriptive statistics of the factors that make up Leadership

From Table 4.9.1 we observe that the overall mean for transactional leadership is 3.057239 which indicates that this leadership style is the predominant choice by the respondent leaders. That is, the respondent leaders seek to reward their subordinates when they meet their goals. They also use compliance standards to a sufficient extent to clearly identify and graphically describe ineffective performance while resorting to sanctions and detailed corrective measures to reduce it. Finally, they do not allow a problematic situation to be perpetuated but intervene to try to find effective solutions.

The mean of transformational leadership is also high 2.992222 which indicates that many respondents also adopt this leadership style. That is, respondents perceive that they have the ability to create feelings of trust in their colleagues, inspiring pride in them while acting with integrity, a high sense of responsibility and self-control. They also inspire subordinates, define the ethical right and encourage innovative thinking. The transformational leader is a person of actions rather than words (Renjith et al., 2015).

As for the third form of leadership, the leadership to be avoided, the average is 2.590000. This low average suggests that the respondent leaders do not shy away from taking responsibility or making decisions on serious issues while being present when needed to offer their help and meet the needs of their subordinates.

CHAPTER 5: CONCLUSIONS

5.1 Conclusions and suggestions

The previous chapter presented the results of the statistical analysis conducted to determine whether emotional intelligence affects leadership. Initially, the socio-demographic characteristics showed that the majority of the sample has an age range of 55-64 years, most of the respondents are female, graduates of IEK/TEI. It was found that changes in emotional intelligence affect leadership characteristics. In fact, it was observed that emotional intelligence significantly influences leadership variability. The majority of the sample adopts and practices transactional and transformational leadership, which are considered the most effective types of leadership while hardly adopting avoidant leadership. At the same time, the majority of the sample appeared to possess high emotional intelligence (Flegka, 2020).

The idealized influence works on the basis of the principle which holds that words alone do not convince, but actions do. The transformational leader acts as a mentor and a role model for subordinates. In this way, he gains the trust and confidence respect of followers and tries to emulate the leader. When a leader becomes a role model, he is unlikely to meet resistance to change from the followers to a new decision (Renjith et al., 2015). Leadership is the art of influencing people to contribute directly and actively to the fulfillment of the goal of the organisation. The success of the workplace in every employee directly reflects the effort and results of the leader. Effective leadership is a vehicle that helps to customer satisfaction. As a result, many leaders have adopted various forms of leadership and the transformational leadership is one of them. When people belong to a group and a single person takes on the control of the group with a very clear vision and group goals, he demonstrates a clear desire to work and makes the group feel enthusiastic and the members feel energized and enthusiasm. This person is then identified as transformational leader.

The management implications of the above results can be summarised as follows. First, the higher the EI of employees and leaders, the better the corresponding well-being, self-control, emotionality and sociability. Second, the higher the EI of employees and leaders, the better the social relationships within the work

environment, with higher empathy. Third, high EI levels generate higher levels of feelings of responsibility as well as warmth and support, influencing both employees and leaders effectiveness in decision making and efficiency. Finally, higher EI allows leaders to find reward incentives that actually work. Thus, managers should care about improving the EI of their teams. They can do this through various coaching techniques where they will reap the benefits of improved decision-making and efficiency, enabling sustainable growth and performance.

In addition, age is reported to positively influence positively correlates with EI and EI with leadership style, therefore managers should take into account the fact that leaders need to score well on EI, thus preparing them before they take the reins. The study has some limitations. First, the sample size, although reflective of the population in terms of its distribution, remains limited in terms of the size of the respondents. Second, the sampling technique, while controlling for some biases, leaves the door open for questioning the generalizability of the results. As a result, the researchers recommend that future research delve deeper into the different leadership styles applied and EI within these settings in order to draw conclusions by health sector.

In conclusion, the researchers' pursuit of an answer towards explaining the role of EI and leadership style in stimulating or changing healthcare, helped to shed some light on these relationships and concludes that all of the proposed hypothesis is supported. The relationship between leader EI and accountability, which goes through the transformational leadership style shows the highest correlation and explanatory potential. Hence, organizations should add to their people development agendas training to enhance EI across all levels, age groups and educational backgrounds (Bassem et. al, 2017).

5.2 Limitations

The study has a number of limitations. First, the sample size, although reflective of the population in its distribution, remains limited in the size of respondents. Second, the sampling technique, although it controls for certain biases, leaves the door open to challenging the generalizability of the results.

The present survey was conducted in such a way as to capture the overall

function of the supervisors and not of each individual individually in order to protect their anonymity. It should be noted that during the time period of the during the period of the investigation there were staff losses due to the suspension of the health workers. This may be an element of influence on the of their responses.

It is possible that positive responses were given because the respondents were aware that the survey only concerned hospital and that through the demographic data data would reveal their details. It would be of interest to repeat the survey during the course of over time as changes occur in the positions of of supervisors and also movements of workers to the various departments as well as the reassignment of staff.

As a result, the researchers recommend that future research dwell deeper into the different leadership styles applied and compare the various factors of EI within these environments, to derive conclusions by sector of the economy. The purpose of this

deeper analysis lies in the benefit toward managerial implications that might be applicable.

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ANNEX

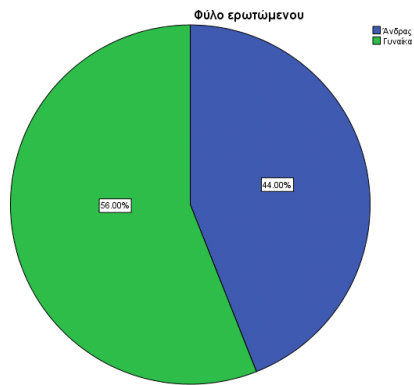


Figure 4.1 Sex

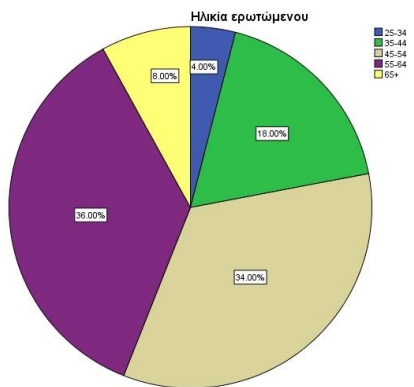


Figure 4.2 Age

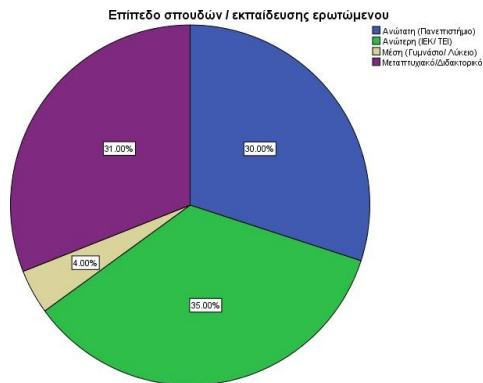


Figure 4.3 Education

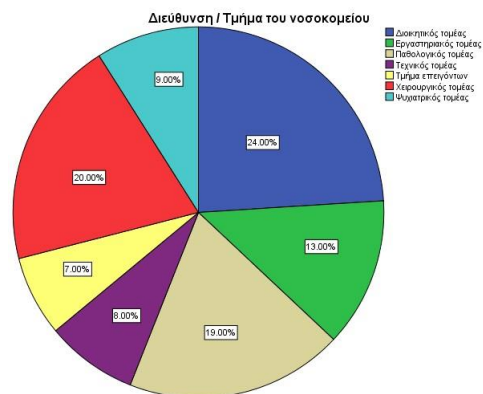


Figure 4.4 Work sector

