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The Impact of Emotional Intelligence in Leadership on
Employee-Related Human Resource Management Outcomes

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Abstract

This study examines the impact of emotional intelligence (EI) in leadership on employee-related human resource (HR) outcomes. In contemporary organizational environments characterized by rapid change and increasing complexity, emotional intelligence has emerged as a critical leadership competency. Drawing on established theoretical frameworks, including the Job Demands–Resources (JD-R) model, Leader–Member Exchange (LMX) theory, Social Exchange Theory (SET), and transformational leadership, this research investigates how perceived EI of general and HR leaders influences employee engagement, conflict resolution capabilities, satisfaction during organizational change, and turnover intention.

A quantitative research approach was employed using a cross-sectional survey design, with data collected from employees and supervisors across medium to large organizations. Statistical analyses, including correlation and multiple regression, revealed significant positive relationships between leaders' emotional intelligence and all examined HR outcomes. Specifically, EI was found to be a strong predictor of employee engagement, effective conflict management, higher satisfaction during change processes, and reduced turnover intentions.

The findings highlight emotional intelligence as a key relational and psychological resource that enhances leadership effectiveness and organizational performance. The study contributes to the literature by extending EI research into HR-specific outcomes and offers practical implications for leadership development, recruitment, and training strategies.

Keywords : Emotional Intelligence, Leadership, Employee Engagement, Conflict Resolution, Organizational Change, Turnover Intention, Human Resource Management

Abstract (Deutsch)

Diese Studie untersucht den Einfluss emotionaler Intelligenz (EI) von Führungskräften auf mitarbeiterbezogene Ergebnisse im Human Resource Management (HRM). In einem zunehmend dynamischen und komplexen organisationalen Umfeld gewinnt emotionale Intelligenz als zentrale Führungskompetenz an Bedeutung. Basierend auf etablierten theoretischen Ansätzen, darunter das Job Demands–Resources (JD-R)-Modell, die Leader–Member Exchange (LMX)-Theorie, die Social Exchange Theory (SET) sowie der transformationale Führungsstil, analysiert die Studie, wie die wahrgenommene emotionale Intelligenz von allgemeinen und HR-Führungskräften zentrale HR-Ergebnisse beeinflusst.

Zur empirischen Untersuchung wurde ein quantitativer Forschungsansatz mit einem querschnittlichen Survey-Design angewendet. Die Datenerhebung erfolgte unter Mitarbeitenden und Führungskräften in mittelgroßen und großen Organisationen. Die statistischen Analysen, einschließlich Korrelations- und Regressionsanalysen, zeigen signifikant positive Zusammenhänge zwischen emotionaler Intelligenz und allen untersuchten Variablen. Insbesondere erweist sich EI als starker Prädiktor für Mitarbeiterengagement, effektive Konfliktlösung, höhere Zufriedenheit während organisationaler Veränderungen sowie geringere Fluktuationsabsichten.

Die Ergebnisse verdeutlichen, dass emotionale Intelligenz eine zentrale psychologische und relationale Ressource darstellt, die die Führungseffektivität und den Organisationserfolg maßgeblich unterstützt. Die Studie leistet einen Beitrag zur Erweiterung bestehender Forschung, indem sie EI im Kontext spezifischer HR-Ergebnisse untersucht, und liefert praxisrelevante Implikationen für Führungskräfteentwicklung und Personalmanagement.

Schlüsselwörter : Emotionale Intelligenz, Führung, Mitarbeiterengagement, Konfliktlösung, organisationaler Wandel, Fluktuationsabsicht, Personalmanagement

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Chapter 1 : Introduction

1.1 Background and Context

In today's highly competitive and rapidly evolving business environment, organizations increasingly recognize that sustainable success depends not only on financial performance and technological capability but also on effective people management. As workplaces become more diverse, interconnected, and dynamic, leaders are expected to demonstrate not only technical competence and strategic thinking but also strong interpersonal and emotional capabilities. Emotional intelligence refers to the ability to perceive, understand, and manage one's own emotions as well as those of others. This capability enables leaders to foster positive work climates, build cohesive teams, and respond effectively to interpersonal challenges.

The concept, first introduced by Salovey and Mayer in the early 1990s and later popularized by Daniel Goleman in 1995, represents a fundamental shift from traditional leadership paradigms that primarily emphasized cognitive intelligence and technical competencies. In today's volatile, uncertain, complex, and ambiguous (VUCA) business environment, leaders are increasingly required to navigate interpersonal dynamics, manage diverse teams, and foster positive organizational climates all of which demand high levels of emotional intelligence.

The relevance of EI is especially pronounced in HRM, where leaders routinely address sensitive issues such as employee engagement, conflict resolution, and organizational change. Existing literature underscores that leaders with higher EI often exhibit stronger communication skills, better decision-making under pressure, and greater empathy, which collectively contribute to enhanced employee satisfaction and lower turnover rates. In practice, many organizations now incorporate EI assessments into the selection and development of leaders. For example, at METRO Wholesale Myanmar, high-ranking managers are evaluated not only on education and professional experience but also on their emotional intelligence that is a practice that has been linked to reduced turnover and improved employee morale.

Despite these developments, empirical research directly connecting emotional intelligence in leadership to measurable employee-related HR outcomes remains limited. Most studies have examined EI within the context of general management or focused on individual employee outcomes, leaving a gap in understanding how EI influences HR-specific outcomes such as conflict

resolution among team members and contentment of employees during transition. As organizations increasingly prioritize people-centered leadership, addressing this gap is both timely and necessary.

Furthermore, empirical evidence suggests that emotional intelligence may be a strong predictor of leadership effectiveness, sometimes exceeding traditional measures such as quantitative outcomes or technical expertise in specific contexts. Leaders with high emotional intelligence demonstrate superior performance in areas including team collaboration, decision-making under pressure, conflict resolution, and employee engagement. The aim of this master's thesis is therefore to analyze how emotional intelligence among general and HR leaders influences employee-related HR outcomes in the organization. By examining the relationship between EI and key HR outcomes, this research seeks to provide evidence-based insights that can inform leadership development, recruitment strategies, and the creation of emotionally intelligent HR practices.

1.2 Statement of the Problem

Emotional intelligence (EI) is the ability to perceive, understand, and manage one's own emotions as well as those of others which has become an essential component of effective leadership in contemporary organizations. Prior research demonstrates that leaders with high EI foster stronger communication, build cohesive teams, and create positive work environments, all of which contribute to employee engagement and organizational success. Within human resource management (HRM), where leaders routinely address sensitive issues such as conflict resolution, talent retention, and organizational change, the relevance of EI appears particularly significant (Rodrigues et al., 2024; Kanuto, 2024).

Despite increasing recognition of emotional intelligence in leadership studies, limited empirical research has examined how leaders' emotional intelligence influences employee-related HR outcomes. The majority of existing studies either examine EI within the context of general management or focus on individual employee outcomes such as job performance and well-being (Dubey et al., 2025; Srivastava et al., 2025). Few investigations explore how HR leaders' emotional intelligence influences core HR functions such as employee engagement, internal communication, and turnover reduction. As a result, organizations lack evidence-based guidance on how to integrate EI considerations into leadership development and recruitment strategies.

This knowledge gap is particularly striking given current industry practices. Many organizations have begun incorporating EI assessments into their selection processes for senior managers and department heads. Preliminary observations from such initiatives indicate positive outcomes, including lower employee turnover and higher satisfaction. Yet these promising experiences remain under-researched, leaving scholars and practitioners without a comprehensive theoretical or empirical framework.

Consequently, the central problem addressed in this thesis is the absence of systematic, empirical research that examines how leaders' emotional intelligence affects employee-related HR outcomes. Addressing this problem is vital for advancing academic understanding of people-centered leadership and for providing organizations with actionable insights to improve performance, strengthen employee retention, and foster a positive workplace culture.

1.3 Research Aim and Objectives

Research Aim

The aim of this thesis is to analyze how emotional intelligence (EI) among leaders influences employee-related HR outcomes. By investigating the relationship between EI and employee-related HR outcomes, the study seeks to generate empirical evidence that enhances both academic understanding and practical applications in leadership development and HR practices to examine the relationship between emotional intelligence competencies and employee-related HR outcomes in modern organizational settings.

Research Objectives

To achieve this aim, the thesis is guided by the following specific objectives:

- To examine the relationship between general,HR leaders' emotional intelligence and critical employee-related HR outcomes, including employee engagement, job satisfaction during organizational changes, conflict resolution abilities, and turnover intention.

- To provide practical recommendations for integrating EI into leadership training, recruitment, and development programs in order to strengthen HRM effectiveness in the organization.

By addressing these objectives, the thesis contributes to filling an important research gap in the leadership and HRM literature. Specifically, it offers a quantitative evaluation of how EI affects employee-related HR outcomes, complementing existing studies in general management and extending their findings to HR-specific contexts. The objectives also ensure that the study maintains both theoretical relevance by testing established leadership and EI models and practical significance by offering evidence-based guidance for organizations seeking to foster emotionally intelligent leaders.

1.4 Research Questions and Hypotheses

Building on the research aim and objectives, this thesis is structured around a central research question which will guide the empirical investigation and provide a logical foundation for the hypotheses to be tested.

Central Research Question

How does emotional intelligence (EI) in general and HR leadership influence employee-related HR outcomes within an organization?

This research question is designed to capture both the breadth and depth of the relationship between EI and employee-related HR outcomes. They allow the study to explore not only whether EI matters but also how and why it affects employee-related HR outcomes.

Research Hypotheses

In line with the research question and existing literature, the study is guided by the following hypotheses:

H1 : There is a significant positive correlation between perceived emotional intelligence of leaders and employee engagement.

H2 : There is a significant positive correlation between perceived emotional intelligence of HR leaders and conflict-solving capabilities.

H3 : Higher perceived EI of HR leaders is positively correlated with satisfaction during organizational changes.

H4 : Higher perceived EI of leaders is positively correlated with lower turnover and higher employee satisfaction.

These hypotheses provide a testable framework for the quantitative analysis. They are designed to evaluate the extent to which EI, as measured through standardized instruments, predicts variations in employee-related HR outcomes.

1.5 Research Gap and Contribution

This research addresses several critical gaps identified in the current literature on emotional intelligence and leadership. Although the significance of emotional intelligence (EI) in leadership has been widely recognized, existing research has predominantly concentrated on its influence in general management contexts or on individual-level outcomes such as employee well-being, creativity, and performance (Sivanthinathan, Singh & Vasudavan, 2023; Dubey et al., 2025). While these studies highlight EI as an important predictor of leadership effectiveness, they seldom examine its role within the specific domain of HR outcomes. This oversight is notable because leaders occupy a distinct position and they are responsible not only for administrative and operational tasks but also for fostering employee engagement, resolving conflicts, and guiding organizations through change.

Another limitation in the current body of literature is the lack of empirical, quantitative evidence that connects EI in HR leadership to measurable HR outcomes such as employee satisfaction, retention, and organizational communication of problem solving. Most prior work has relied on case studies, general surveys, or conceptual arguments, leaving a gap in robust statistical testing of these relationships. Furthermore, despite growing organizational practices of incorporating EI

assessments into HR leadership recruitment and development processes, these practices remain largely unreliable and under-documented in scholarly research.

Although prior studies have explored emotional intelligence and general leadership effectiveness, limited research has specifically examined how leaders' emotional intelligence affects employee-related HR outcomes within organizational contexts, particularly in emerging economies such as Myanmar. This thesis addresses these gaps by conducting a quantitative study that systematically examines the relationship between EI of general/HR leaders and employee-related HR outcomes. By employing multiple regression analysis on survey data collected from supervisors and employees in medium to large organizations, the study will provide empirical evidence of how EI predicts HR outcomes.

The contribution of this research is twofold. First, at the theoretical level, it advances the understanding of leadership by integrating emotional intelligence into employee-related HR outcomes. This helps refine leadership theory by extending EI research into an underexplored organizational function. Second, at the practical level, the findings will offer organizations evidence-based insights for leadership recruitment, training, and development. By demonstrating the measurable impact of EI on HR outcomes, the thesis will support the design of leadership strategies that promote employee satisfaction, strengthen loyalty, and enhance organizational performance.

1.6 Structure of the Study

This thesis is organized into six chapters, each building upon the previous one to provide a coherent and systematic examination of the relationship between emotional intelligence (EI) and employee-related HR outcomes.

Chapter 1: Introduction

This opening chapter presents the background and context of the study, outlines the research problem, specifies the aim and objectives, formulates the research questions and hypotheses, highlights the research gap and contribution, and provides an overview of the thesis structure.

Chapter 2: Literature Review

This chapter critically examines the existing body of research on emotional intelligence, leadership, and HRM. It synthesizes theoretical frameworks, identifies relevant EI models. The review concludes with a conceptual model that underpins the empirical analysis.

Chapter 3: Research Methodology

This chapter details the research design, sampling strategy, and data collection process. It describes the standardized instruments used to measure EI and leadership effectiveness, outlines ethical considerations, and explains the statistical methods employed, including multiple regression analysis using Stata 19.

Chapter 4: Results

This chapter presents the findings of the empirical analysis, including descriptive statistics, reliability tests, and regression outputs. Tables are used to illustrate the results.

Chapter 5: Discussion

This chapter interprets the findings in relation to the research questions, hypotheses, and the broader literature. It considers theoretical implications, practical applications, and results.

Chapter 6: Conclusion

The final chapter summarizes the study's contributions, outlines its limitations, and proposes directions for future research.

Chapter 2 : Literature Review

2.1 The Concept and Theoretical Foundations of Emotional Intelligence (EI)

2.1.1 Definitions and Models of EI

Emotional intelligence is commonly defined as the ability to recognize, understand, and regulate one's own emotions and those of others. This perspective conceptualizes emotional intelligence as a set of cognitive abilities that can be measured objectively, similar to other forms of intelligence (Salameh-Ayanian et al., 2025).

Emotional intelligence (EI) is a crucial competency for effective leadership, group communication, and personnel management. Interpersonal effectiveness is particularly important in organizational settings, especially in HRM, where emotional intelligence is a significant element of getting people to work together, getting employees more interested, and helping the whole business run better. The first people to clearly define emotional intelligence were Salovey and Mayer (1990). They stated it was "the ability to keep track of your own and other people's feelings and emotions, tell them apart, and use that information to help you think and act." This model conceptualizes EI as a form of intelligence concerned with processing emotional information. This so-called ability model describes EI as a form of cognitive intelligence consisting of four sub-abilities: perceiving emotions, using emotions, understanding emotions, and managing emotions. This model focuses on objectively measurable emotional abilities.

Building on these academic foundations, Daniel Goleman (1995) popularized the term and developed the mixed model. He broadened the definition of EI from a cognitive skill to a wider range of social skills. Five dimensions are identified, which include self-awareness, self-regulation, motivation, empathy, and social skills. The mixed-competency approach aligned with practitioners and HR professionals because it linked emotional awareness directly to workplace performance, leadership success, and organizational culture.

In contrast to these ability and mixed models, Petrides and Furnham (2001) introduced a trait perspective, defining emotional intelligence as a component of personality and focusing on self-perceived emotional traits such as optimism, sensitivity, and emotional expressiveness. In the trait model, EI is not a cognitive ability but rather a set of behavioral dispositions and self-beliefs about emotional capabilities. This model offers practical insights into individual leadership styles by emphasizing emotional self-awareness and behavior in everyday work. Whereas the ability model

approach focuses on how emotions are processed, and the trait model focuses on how people perceive their own emotional functioning.

Although these models all attempt to explain emotional intelligence, they differ greatly in their approaches to understanding and measuring it. The ability model views emotional intelligence as a cognitive skill, whereas the trait model considers it to be more closely related to personality and self-perception. Goleman's mixed model is commonly used in practice, particularly in leadership and human resources (HR) settings. However, it has been criticized for being too expansive and overlapping with personality traits. Despite its flaws, this study uses the mixed model because it is highly relevant to leadership behavior and performance in the workplace.

2.1.2 Dimensions of EI in Leadership

Emotional intelligence is recognized as a multidimensional construct that supports effective leadership behavior. It includes several interrelated emotional and social competencies, which allow individuals to understand, manage, and perceive emotion towards a sort of thinking and action based on them (Kanuto, 2024). According to Goleman (1995), EI comprises five dimensions:

1. Self-awareness
2. Self-regulation
3. Motivation
4. Empathy
5. Social Skills

that collectively form the foundation of efficient leadership behavior.

Self-awareness, the first dimension, is the ability of the leaders to be aware of their own state of emotion, strength, limitation, and the impact of their behavior on others, which becomes a cornerstone of emotional competence (Goleman, 1995). Leaders with high self-awareness are better able to aware their behavior and avoid allowing emotions to undermine decision-making. Self-aware leaders are typically reflective, open to feedback, and capable of aligning personal values with organizational goals (Boyatzis, 2018). This enhances effective management within

the organization, ethical decision-making, and authenticity. These qualities foster trust among employees and strengthen organizational culture (George, 2000).

Second dimension, self-regulation, refers to the capacity to control impulsive reaction and action, manage stress, and adapt to changing circumstances. Leaders with strong self-regulation ability are typically less defensive during stressful situation and criticism (Goleman, 1995). Moreover, they are more equipped to handle workplace conflict and sensitive HR issues such as performance evaluations or disciplinary actions. Individual with strong emotion regulation abilities support fairness, impartial judgement, and composure because they possess effective interpersonal functioning and resilience (Côté ,2014)

The third dimension is motivation, which reflects the individual's internal drive to perform tasks even under difficult circumstances (Goleman, 1995). Unlike external drives, which arise from incentives, bonuses, and rewards, motivation comes from personal value and a sense of purpose. Emotionally intelligent leaders channel motivation into positive energy that inspires teams and encourages persistence. In HRM, leaders with such qualities foster a performance-oriented culture, cultivate employee empowerment, and promote continuous learning, which are associated with engagement and turnover intention (Dubey et al., 2025).

The fourth dimension for leaders is empathy, which involves understanding and sharing the feelings and perspectives of others. Empathetic leaders are better able to understand employees' needs and respond sensitively to their emotions (Goleman, 1995). These leaders listen actively, interpret non-verbal cues, and give feedback with compassion during challenging situations such as restructuring or conflict resolution. According to Sivanthinathan, Singh, & Vasudavan (2023), empathetic leadership enhances employee satisfaction, creativity, and well-being, particularly in diverse or crisis-prone environments. Moreover, empathetic leaders build an interpersonal relationship and supportive work environments, leading to high level of engagement and organizational effectiveness (Kanuto, 2024).

The final dimension, social skills, refers to proficiency in communication, collaboration, and relationship management. Leaders with social skills excel in negotiation, persuasion, and conflict resolution during cross-functional encounters, thereby strengthening teamwork and organizational cohesion (Goleman, 1995). In HRM, social skills translate into the ability to manage harmonious employee relations, facilitate open communication channels, and lead change initiatives.

Furthermore, leaders exhibiting strong social skills have a positive impact on employee trust, engagement, and satisfaction.

Mayer and Salovey (1997) framework supports that emotional abilities not only enhance cognitive functioning but also shape interpersonal success. In HRM, these competencies are indispensable qualities for creating a healthy workplace that promotes good performance and employee well-being. In essence, these five dimensions are not isolated rather interdependent on the success of leadership.

2.2 Emotional Intelligence and Leadership

The interconnection between EI and leadership has gained significant attention from several researchers, as EI leaders are more equipped to resolve conflict in difficult situations, manage people efficiently and effectively, and foster organizational commitment. Several leadership styles including strength-based leadership, transformational, authentic, and servant leadership, overlap with EI because they rely on emotional awareness, trust-building, and relational competence.

When a leader knows their strength and invests in the strengths of others, they promote engagement, motivation, and performance. Such a strategy is called strength-based leadership, which focuses on individual potential, growth, and well-being rather than weakness. Strength-based leaders use emotional understanding, empathy, and awareness to build well-rounded teams and meet the basic needs of the followers (Rath & Conchie, 2009; Wang et al., 2023). Transformational leadership focus is to inspire people to go beyond their interest and commit to a shared vision with others. In order to elevate people's motivation, this style uses emotional inspiration, that is enthusiasm, passion, and empathy (Bass, 1985). While transformational leaders focus on improving mindsets and inspiring vision, strength-based leaders focus on developing the strength that people originally possess.

While this leadership style is closely linked to positive employee outcomes, it also overlaps with emotional intelligence competencies such as empathy and motivation. Consequently, this study regards emotional intelligence as a fundamental capability that may explain why the

transformational leadership is effective in human resource environments. Transformational leadership is defined by four core behavioral components called the Four I's:

1. Idealized Influence (Leaders are admired, respected, and trusted)
2. Inspirational motivation (Leaders communicate a captivating vision and optimism by motivating employees to achieve the goals)
3. Intellectual stimulation (Leaders encourage employees to innovate, create, and think differently)
4. Individualized consideration (Leaders give personal attention to individuals' development as a coach or mentor)

that significantly increases daily work engagement (Bass, 1985).

The focus of authentic leadership is on self-awareness, transparency, moral integrity, and genuine relationships. Authentic leaders use their ability to act consistently with their values, conduct open communication, and foster trust. Especially in healthcare settings, where authentic leadership is a valuable asset (Avolio & Gardner, 2005). For example, an HR or head nurse with authentic leadership qualities encourages ethical decision-making, builds emotional trust among employees, and reduces burnout by promoting meaningful work relationships (Al Sabei et al., 2023). Authentic leaders focus on being true to one's values, while strength-based leaders focus on developing one's best.

Servant leadership, introduced by Greenleaf (1998), emphasizes the idea that a leader's primary role is to serve others first, meaning that they should put employees' growth, well-being, and development as a priority. This leads to cultivating a caring and supportive culture, which reduces turnover and increases commitment. This style is grounded in empathy, compassion, and social skills, all of which overlap strongly with core EI competencies. Servant leadership's motive is serving and empowering others, whereas strength-based leadership's motive is growth.

Wang et al. (2023) found that strength-based leadership enhance employees' work engagement which subsequently improved task performance. This finding aligns with Leader-Member Exchange (LMX) theory, which focuses on the two-way (dyadic) relationship between a leader and their followers. LMX theory suggests that the leader must be connected to their employee through trust, respect, and loyalty. In essence, leadership effectiveness depends not only on leaders'

behavior but also on the quality of the relationship they build with others (Dansereau et al., 1975). LMX theory demonstrates the leader-follower relationship in two categories:

- High-Quality (in-group)
- Low-Quality (out-group)

This distinction is important for the present study because EI may improve employee outcomes indirectly by strengthening leader-member relationships.

High-quality LMX relationships are based on trust, support, open communication, and respect, which lead stronger interactions between leaders and employees. On the other hand, low-quality LMX relationships have limited communication and formality, which leads to lower satisfaction, weaker performance, and loyalty. Stronger LMX relationships improve employees' responsiveness and performance (Wang et al., 2023).

Moreover, EI is a critical skill for managerial roles in the organization, especially in stressful, high-pressure environments like hospitals. First-line nurse managers (FLNMs) are registered nurses who hold supervisory roles, leading teams and ensuring smooth clinical operations. FLNMs are in leadership positions that bridge senior management and frontline staff. Developing EI in them helps to improve quality of care, team management, and staff retention. Thus, the HR department should integrate EI training into leadership development programs, and it should be considered a core competency in the recruitment, training, and performance evaluation of leaders (Othman et al., 2024).

According to the study of Othman et al (2024), the quantitative results show a positive correlation, meaning that nurse managers with higher EI are more committed to the organization and experience higher job satisfaction. It shows:

- A moderate positive correlation between EI and organizational commitment ($r = 0.319$, $p \leq 0.001$).
- A significant positive correlation but weak relationship between EI and job satisfaction ($r = 0.262$, $p \leq 0.001$).

- A moderate positive relationship between organizational commitment and job satisfaction ($r = 0.599$, $p \leq 0.001$).

The paper highlights that emotionally intelligent nurse leaders tend to build trustful relationships with their teams, which are aligned with Leader-Member Exchange theory, reduce turnover, improve staff retention, influence the quality of patient care, and create psychologically safe environments.

2.3 Emotional Intelligence and Human Resource Management (HRM)

In today's fast-paced and competitive workplace, technical skills alone are not enough to make employees effective. An important part of HRM is an employee's ability to understand, manage, and recognize their own emotions and those of others. In the HRM context, EI is increasingly recognized as a key determinant of successful people management. Moreover, integrating EI into HRM practices leads to improved communication, collaboration, and trust.

General and HR managers and supervisors who possess high EI enhance HRM functions such as training, recruitment, compensation, employee relations, and performance appraisal. Additionally, these managers can recognize employee emotions and morale shifts, handle conflicts and feedback sensitively, and build a positive working culture through open communication and empathy. Emotional awareness, one of the competencies of EI according to Goleman (1995), helps HR supervisors to design fair and transparent policies and training programs. Nonetheless, a significant portion of the current evidence about emotional intelligence is derived from general management contexts rather than HR-specific leadership positions. This constraint highlights the necessity to examine the role of emotional intelligence within human resource management.

Bhagwan & Anupama (2025) highlight that EI shows a strong positive link between EI and employee performance across various organizations. Their findings suggest that EI benefits not only leaders but also employees, particularly through improved teamwork, stress management, and resilience. Employees with higher EI exhibited better interpersonal relationships, performed well in teamwork, had stronger stress management, and had greater resilience under pressure.

According to Ugoani (2021), there is a strong positive relationship between emotional intelligence and effective human resource management. In his study, 255 respondents in Nigeria revealed that

emotionally intelligent leaders improve performance management and effective communication, leading to higher productivity and organizational sustainability. This connection echoes the principles of Social Exchange Theory (SET), suggesting that employees who perceive their organization as a supportive environment are likely to reciprocate with positive attitudes and behaviors. SET suggests that employees reciprocate positive treatment with positive responses, meaning that employees return with better performance and cooperation when they receive trust, respect, and development opportunities (Blau, 1964).

EI-driven organizations survive crisis situations like the Covid-19 pandemic by building trust, stability, loyalty, employee well-being, and employee engagement. During and after the pandemic, organizations used Strategic Human Resource Management (SHRM) as a crisis response and survival strategy, meaning that it went beyond traditional HR, such as payroll or hiring, and focused on people who were not only managed efficiently but also strategically in order to achieve organizational success. SHRM focuses more on long-term workforce planning, rebuilding trust, psychological contracts, and affective commitment than on short-term administrative tasks. SHRM prioritized digital adaptation, health and safety management, flexible working time, and open communication during the pandemic and focused on re-engagement, resilience, and recovery in the post-pandemic era (Anvari et al., 2023).

In the post-pandemic environment, organizations valued people as central to the organizational success. Schultz (1961) viewed the employee as a valuable form of asset who possesses the skills, education, ability, and experience that can increase organizational productivity, which is called Human Capital Theory (HCT). The author saw the training program as an investment in people, which yields measurable outcomes such as organizational and personal development, innovation, and higher engagement. In 1965, the USA, education became primarily viewed as a force for economic growth and productivity after HCT adoption (Holden & Biddle, 2017).

Emotionally intelligent HR supervisors practiced SHRM by transforming human potential into a valuable resource for the organization in the post-pandemic era. In that era, organizations increasingly recognized intangible assets as the core asset by experiencing scenarios like firms with emotionally intelligent HR leaders adapting better to change and remote environments. It leads the company to gain a competitive advantage by emphasizing the organization's unique

internal capabilities rather than external market forces. This method is called the Resource-Based View (RBV), which was originally proposed by Wernerfelt (1984).

In order to stay ahead of the competitors, the company started to develop and use its internal strengths and resources, both tangible and intangible. Every firm possesses different varieties of resources and capabilities, although resources and capabilities are unequal, which is called resource heterogeneity. The second assumption is resource immobility, meaning that valuable resources like knowledge, trust, and culture may not be perfectly transferred or copied to another firm. In the RBV framework, the following four criteria must be met for a resource or capability to be a source of competitive advantage: a resource or capability must be valuable, rare, inimitable, and organized to be a competitive advantage (Helfat et al., 2023).

Furthermore, the study by Levitats, Ivcevic, and Brackett (2022) expands the understanding of emotional intelligence (EI) by examining its influence not only at the individual but also at the organizational level. The authors demonstrate that an emotion-friendly corporate culture recognizes dealing with emotions as a valuable source of information, which significantly contributes to employee engagement and reduced burnout. In contrast, values that reject or suppress emotions in the workplace lead to higher stress and emotional exhaustion.

By drawing attention on Job Demands-Resources (JD-R) model and the Ability Motivation-Opportunity (AMO) framework, authors developed a multi-level model linking organizational EI-related values and human resource practices to improve employee engagement and reduces exhaustion. These create an environment in which emotional intelligence can flourish. The study also reveals a top-down process in which an EI-related culture influences supervisors' emotional intelligent or unintelligent behavior which in turn affects the employee outcomes (Levitats et al., 2022).

In the JD-R model, EI-supportive culture and HRM practices act as job resources, which enhance motivation and engagement, while low regard for emotions acts as a job demand, which increases stress and exhaustion. JD-R model proposes two key processes:

- The Energetic (Health-Impairment) Process
- The Motivational Process

High job demand for employees leads to burnout and then causes health problems. This is the energetic (health-impairment) process, a negative pathway, in the model. Heavy workload, emotional labor, time pressure, and crisis situations for the employees cause exhaustion and cynicism. Due to this situation, employees lose energy, disengage, and have physical health issues such as fatigue, headaches, irritability, and stomach issues (Demerouti et al., 2001). Therefore, HR should monitor and regulate job demand through workload management, staffing adequacy, and realistic expectations. Poor management of job demand reduces HR effectiveness and employee well-being.

The other process, the positive path motivational process, describes that job resources enhance employee engagement, which leads to lower turnover intention. Job resources are physical, psychological, or social elements such as feedback, social support, coaching, and opportunities for development. Adequate resources create a motivating environment where employees feel empowered and supported. In consequence, satisfied and engaged employees are less likely to leave the organization (Demerouti et al., 2001).

The JD-R model explains that job demands can lead to burnout, while job resources can make employees more engaged. However, the model primarily focuses on structural job factors while paying limited attention to the emotional dynamics associated with leadership. In this study, emotionally intelligent leadership is conceptualized as a critical psychological resource that can make employees more engaged and reduce employee strain.

In the AMO framework, employee performance depends on their ability, motivation, and opportunity in order to achieve the good outcomes. Providing HRM practices like training, workshop, incentives, and participation systems enhance these factor and improve their performances (Kellner et al., 2019).

Thus, EI is no longer viewed as a purely personal ability but as a strategic resource in human resource management that should be anchored at the corporate level. In practice, this means that HR strategies must specifically consider emotional competencies in recruitment, training, and performance appraisal. Integrating emotional intelligence into strategic HR management can therefore contribute in the long term to the development of healthy, engaged, and resilient employees.

2.4 Research Gap and Conceptual Framework

2.4.1 Research Gap

Although emotional intelligence has been widely examined in organizational psychology and leadership research, several important gaps remain, particularly within HRM. The existing literature states that emotionally intelligent leaders tend to have better relationships with employees, resolve conflicts efficiently, monitor employees' behavior, and offer transparent communication with them effectively (Wang et al., 2023; Mayer & Salovey, 1990; Goleman, 1990). Although prior studies show that there are positive correlations between EI and job satisfaction, employees' work commitment, and employees' performance across various departments (Othman et al., 2024; Bhagwan & Anupama, 2025), there are gaps that remain in the present research focus.

Firstly, there are limited studies about how EI of HR leaders are directly impacted on outcomes, especially conflict resolution and adaptability during organizational changes even though these outcomes are critical in HRM. Most studies on the impact of EI on leadership primarily concentrate on the roles of general managers, team leaders, and executives. Even though HR leaders' responsibilities and tasks revolve around employees' emotions, solid relationships, and conflicts among employees, researchers rarely study these aspects. Compared with line managers, HR leaders operate across functions and therefore face broader relational and organizational challenges. Despite this, empirical research on EI in HR-specific leadership roles remains limited. The present study seeks to address this gap by examining how EI relates to specific employee-related outcomes.

Moreover, there is limited research linking emotionally intelligent leadership to specific HR outcomes, such as employee engagement and turnover intention. Existing literature treats EI as a general leadership attribute rather than a strategic HR capability (Levitats et al., 2022). Therefore, the connection between EI and strategic HR functions remains underdeveloped, while there is much evidence that shows how EI improves organizational climate. Nevertheless, HRM practices

such as training, pay satisfaction, communication, and appraisal significantly influence employee work engagement and turnover intention (Salunkhe et al., 2024).

Burnout is primarily driven by high job demands and a lack of job resources as job resources play an important role in reducing job demands. As a result, burnout linked to negative outcomes such as health problems and turnover intention. On the other hand, engagement is described as a positive, fulfilling work-related state of mind and can be achieved with availability of job resources (Schaufeli & Bakker, 2004). Thus, this study will be addressed how emotionally intelligent leaders impact on employee engagement and turnover intention because they are still underexplored.

Finally, the contextual gaps exist in the existing research. Most of the EI research is mostly focused on Western corporate settings, but there is limited evidence from other parts of the world and even fewer studies in HR leadership within the developing countries (Kanuto, 2024). Workplace relationships, cultural norms, traditional belief systems, and emotional expression can vary across the context. Thus, findings from existing Western studies cannot be applied universally. The present study provides the finding within different cultural and organizational environments.

2.4.2 Conceptual Framework

The conceptual framework of this study integrates emotional intelligence theory, leadership theory, the HRM effectiveness model, and the engagement framework to show how EI in leadership affects employee outcomes. There are five theoretical perspectives in this study:

1. Emotional Intelligence (EI) : EI refers to the ability to perceive, understand, regulate, and manage one's own and others' emotions, which are critical for effective leadership ability and interpersonal skills. This ability is linked to improve the employee-related HR outcomes (Mayer and Salovey, 1997; Daniel Goleman, 1995).
2. Job Demands-Resources (JD-R) Theory : This theory proposed employee well-being and performance are the outcomes of balancing job demands and job resources. Job resources play a critical role in fostering engagement while reducing burnout (Demerouti et al., 2001)
3. Leader-Member Exchange (LMX) Theory : LMX suggests the quality of leader-employee relationships enhances employee attitudes, performance and workplace behaviors (Dansereau et al., 1975)

4. Transformational Leadership Theory: This theory suggests that leaders inspire and motivate employee by providing transparency. This encourages personal development which leads to higher level of satisfaction and performance. This leadership style is particularly effective during organizational changes (Bass, 1985) .
5. Social Exchange Theory (SET) : SET proposes workplace relationship as reciprocal exchanges, where managers or supervisors with supportive and understanding relationships are reciprocated by employees with the positive behavior, commitment and loyalty (Blau, 1964)

Based on the foundations, leaders with high EI are better equipped to offer positive employee experiences. Research highlights that EI leaders manage stressful situations, communicate effectively, and promote fairness and compassion, which are crucial skills in HRM.

2.4.3 Core Components of the Model

Leaders' Emotional Intelligence (Independent Variable)

EI in leadership refers to the ability to perceive, understand and manage emotions in ways that improve the relationship with employees.

Employee-related HR Outcomes (Dependent Variables)

According to the hypotheses, four major outcomes are proposed:

- Employee engagement is influenced by supportive communication, fairness, and motivation.
- Conflict resolution is the EI leaders' ability to manage disagreement constructively and effectively.
- Satisfaction during organizational change, as EI leaders may reduce stress and uncertainty.
- Reduced turnover and higher satisfaction, as a supportive environments tend to strengthen organizational loyalty.

Theoretical Linkages Supporting the Model

- Through JD-R, emotional intelligent of leaders function as a job resource that enhances employee engagement while reducing burnout .
- Through LMX, emotional intelligent of HR leaders promotes high-quality relationship characterized by loyalty and trust, which facilitate more effective conflict solving abilities.
- Through Transformational leadership, EI leaders support the development of trust and transparency, enhancing employee satisfaction and enabling more constructive management of possible conflicts during organizational changes.
- Through SET, emotionally supportive behavior foster reciprocity by strengthening employee commitment, which contributes lower turnover intentions.

Thus, EI serves as both a psychological resource and a leadership competency that promotes positive employee outcomes.

Hypothesized Relationships

The conceptual framework connects EI to four hypotheses established in the earlier chapter:

- Hypothesis 1—Employee Engagement
- Hypothesis 2—Conflict Solving Capabilities
- Hypothesis 3 – Satisfaction During Organizational Change
- Hypothesis 4 – Lower Turnover & Higher Satisfaction

Overall, the framework positions emotionally intelligent leaders as a key factor shaping employee engagement, conflict resolution, satisfaction during change, and turnover intention outcomes.

Chapter 3: Research Methodology

3.1 Research Design

3.1.1 Research Approach

This master's thesis aims to empirically examine how the emotional intelligence (EI) of both HR leaders and general leaders affects employee-related HR outcomes within the organization. To analyze these relationships systematically and verifiably, a quantitative research approach is chosen. A quantitative design enables objective measurement of emotional intelligence and employee outcomes, allowing for statistical testing of hypotheses derived from established theories such as Emotional Intelligence Theory (Mayer & Salovey, 1997), Leader-Member Exchange (LMX), Social Exchange Theory (SET), and the Job Demands-Resources (JD-R) model. Quantitative methods are particularly suitable for testing theoretically sound hypotheses and analyzing statistical relationships between measurable variables (Creswell, 2018).

3.1.2 Research Strategy and Study Design

This study employs a cross-sectional survey methodology. Data collection was conducted by capturing employees' assessments of their leaders' emotional intelligence and leaders' self-assessment of their own emotional intelligence, which influence on engagement levels, conflict resolution efficacy, satisfaction during periods of organizational transition, and intentions regarding turnover. A cross-sectional research design involved the collection of data at a single point in time and it is commonly used to investigate relationships between variables in organizational contexts because it allows for efficient data collection from a larger sample (Bryman, 2016).

3.1.3 Anchoring in the Conceptual Framework

The research design is closely aligned with the conceptual framework developed in Chapter 2. This model integrates five key theoretical perspectives:

- Emotional Intelligence Theory (Mayer & Salovey, 1997)
- Leader-Member Exchange Theory (LMX) (Dansereau et al., 1975)
- Social Exchange Theory (SET) (Blau, 1964)
- Job Demands-Resources Model (JD-R) (Schaufeli & Bakker, 2004)
- Transformational Leadership Style (Bass, 1985)

According to the model, the emotional intelligence of leaders acts as a psychological resource that influences leadership behavior (e.g., communication, empathy, conflict resolution) and thereby leads to positive employee outcomes. The research methodology is therefore designed to empirically test both the direct influence of EI and its impact on various employee-relevant outcomes.

3.1.4 Research Hypotheses

Based on the theoretical framework and literature review presented in Chapter 2, the study tests the following hypotheses:

H1 : There is a significant positive correlation between perceived emotional intelligence of leaders and employee engagement.

H2 : There is a significant positive correlation between perceived emotional intelligence of HR leaders and conflict-solving capabilities.

H3 : Higher perceived EI of HR leaders is positively correlated with satisfaction during organizational changes.

H4 : Higher perceived EI of leaders is positively correlated with lower turnover and higher employee satisfaction.

The hypotheses are examined using correlation analysis and regression analysis while controlling for relevant demographic and organizational factors.

3.2 Population and Sampling Strategy

Target Population

The target population of this study consists of employees, supervisors, managers, and HR-related staff working in medium-sized and large organizations with formalized HR structures. The focus on medium-sized and large companies is justified because general and HR leaders play a central role in employee management, conflict management, employee turnover, and change processes in these organizations.

The following will be surveyed:

- Employees, managers and supervisors from various functional areas, as well as
- HR staff and professionals who regularly interact with HR leaders and co-workers

This perspective aligns with LMX theory, which suggests that emotionally intelligent leaders build the high-quality relationship with the employees by promoting trust, respect, and open-communication.

Sampling Method

A purposive sampling, which is non-probabilistic, is employed. Participants were selected based on predefined eligibility criteria relevant to research objectives. This approach makes it possible to specifically choose participants who work in the medium or large organization as employees or supervisors (Etikan, Musa & Alkassim, 2016).

The following criteria are:

- current employment in an organization
- at least six months of professional experience in the current organization
- contact or interaction with related managers in the organization (if employees)

Although purposive sampling is an appropriate way to selected respondents with relevant experience, it is not a probability sampling method and may cause selection bias. Consequently, the results of this study may not apply to the broad population and selection bias may also be present. However, this method is considered suitable for exploratory research in organizations where access to target group is required.

Sample Size

A total of 111 respondents participated in the survey. After excluding incomplete responses and missing data in the key analytical variables, the final sample consisted of 100 respondents, including 67 employees and 33 supervisors. This sample size is considered sufficient for correlation and multiple regression analysis in social science research, ensuring statistical reliability and acceptable power.

Ethical Considerations

Ethical principles were strictly observed throughout the study. Respondents were informed about the purpose of the research and their right to withdraw at any time. Confidentiality was maintained by ensuring that no identifying information was recorded. Data were used solely for academic purposes. These measures align with ethical standards in social science research (Bryman, 2016).

3.3 Data Collection Instruments

Survey Questionnaire Design

Data are collected using a standardized online survey questionnaire, SoSci, which consists of two paths. The online questionnaire are divided into two paths which includes 8 demographic questions for both and 36 closed-ended questions for employee and managers separately. All closed-ended questions are measured by a five-point Likert scale, ranging from 1= Strongly Disagree to 5=Strongly Agree(Likert, 1932).

At the beginning of the questionnaire, respondents were asked to indicate whether they were a supervisor or an employee. Respondents who choose supervisors were sent down the supervisor path, where they did a self-assessment of their own emotional intelligence and their emotional

intelligence affects HR outcomes connected to employees, like engagement, dispute resolution, satisfaction amid organizational transformation, and the turnover intention.

Respondents who choose employees were sent to the employee path, where they evaluated the emotional intelligence of their direct manager or supervisor and how their manager's emotional intelligence affects their own job outcomes. This dual-path design allows the study to collect both self-reported emotional intelligence (from leaders) and perceived emotional intelligence (from employees), providing a more comprehensive understanding of how leadership emotional intelligence affects HR outcomes connected to employees.

Measurement of Emotional Intelligence (Independent Variable)

The questionnaire items were developed based on Goleman's mixed model of emotional intelligence, aligning with five dimensions: self-awareness, self-regulation, motivation, empathy, and social skills. For example, items measuring self-awareness from employee path included statement such as "My manager recognizes their emotions in stressful situations." This model is particularly suitable for leadership context because it emphasizes workplace-relevant emotional competencies (Goleman, 1995).

Measurement of Outcome Variable (Dependent Variable)

In this study, several employee-related HR outcomes are examined as dependent variables to analyze the influence of managers' emotional intelligence. The selected variables reflect key indicators of the effectiveness of human resource management as well as the employee experience within an organizational context.

The variables examined include employee engagement, conflict resolution skills, satisfaction during organizational change, and employee satisfaction or intention to leave. In the research literature, these dimensions are regarded as significant outcomes of effective leadership and human resources practices.

Employee engagement is defined as the degree to which employees are emotionally and motivationally invested in their work. Conflict resolution competence and employee turnover

intention are defined as a manager's ability to identify and address conflicts in a constructive manner. Satisfaction during periods of organizational change is indicative of employees' perceptions regarding leadership and communication during times of transition.

All variables were measured using standardized questionnaire items, which employed a five-point Likert scale. This scale ranged from 1, indicating "strongly disagree," to 5, indicating "strongly agree."

Reliability and Validity

Cronbach's alpha is used to assess the scales' internal consistency. According to Nunnally (1978), values greater than 0.70 are generally considered acceptable. Using measurement tools that have been proven to be reliable ensures that both the content and the underlying concepts being measured are valid.

Correlation Analysis

Pearson correlation was conducted to explore initial relationships between emotional intelligence and employee-related HR outcomes within the organization. This preliminary step offers initial understanding of the strength and nature of the associations among the variables (**Field, 2018**).

3.5 Regression Models

To test the hypotheses, we use multiple linear regression analyses.

The general regression model is expressed as:

$$Y = \beta_0 + \beta_1(EI) + \varepsilon$$

Where:

Y = Employee outcome variables (engagement, conflict resolution, satisfaction, turnover intention)

EI = Emotional intelligence

β_0 = Constant

β_1 = Regression coefficient

ε = Error term

Emotional intelligence is treated as the independent variable, while employee engagement, conflict resolution, satisfaction during change, and turnover intention are treated as dependent variables.

Regression analysis is suitable as it allows the researcher to test the four hypotheses and reflect EI's significant impact while controlling the other variables.

Model Diagnostics

Multicollinearity among the independent variables was assessed using the Variance Inflation Factor (VIF). Acceptable levels of multicollinearity are indicated by Variance Inflation Factor (VIF) values that fall below the threshold of 5.

Significance Level

All statistical analyses employed a 5% significance level ($p < 0.05$). This criterion is frequently adopted within social science research to ascertain the statistical significance of observed findings.

Chapter 4 : Results and Discussion

4.1 Descriptive Statistics (Sample Characteristics)

This section of the chapter shows the descriptive statistics of the research sample and provides an overview of the demographic and organizational characteristics of the participants and the summary statistics of the variables. Descriptive analysis helps to understand the composition of the sample and ensure the data are suitable for the further inferential statistical analyses.

4.1.1 Demographics

The analysis involves a detailed screening of the participants' demographic data, including geographic distribution, age, organizational size, and functional proximity to the HR department. Because the respondent pool spans several continents, the data reflects a significant degree of cultural and regional heterogeneity. Such diversity is critical, as it prevents the findings from being confined to a single regional bias and instead situates the results within a more complex, international organizational framework.

Age

<i>Age Group</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
20-29	57	51.35	51.35
30-39	26	23.42	74.77
40-49	10	9.01	83.78
50+	18	16.22	100.00
<i>Total</i>	111	100.00	

Table 1. Age Group

The sample size consists of 111 respondents from various generation. The largest population of 51.35% respondents falls within 20 to 29 age groups, indicating a generation Z. This is relevant to the study, as younger generation may have a different perspectives of EI and leadership compared to older groups.

Gender

<i>Gender Group</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Male	46	41.44	41.44
Female	65	58.56	100.00
<i>Total</i>	111	100.00	

Table 2. Gender Group

The sample has higher female respondents population (58.56%) compared to male respondents of 41.44%.

Organization Type

<i>Organization Type</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
<i>Public</i>	31	27.93	27.93
<i>Private</i>	62	55.86	83.78
<i>NGO</i>	4	3.60	87.39
<i>Others</i>	14	12.61	100.00
<i>Total</i>	111	100.00	

Table 3. Type of Organization

More than half respondents from private sector (55.86%) are participated in this study, followed by 27.93% of respondents from public sector. This suggests that the findings of the study are more reflective of a private sector dynamics.

Organization Size

<i>Organization Size</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
<i>< 50</i>	31	27.93	27.93
<i>50-199</i>	33	29.73	57.66
<i>200-499</i>	18	16.22	72.87
<i>500 <</i>	29	26.13	100.00
<i>Total</i>	111	100.00	

Table 4. Size of Organization

The respondents across different size of organization are relatively evenly distributed.

Regional Distribution

<i>Continents</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
<i>Asia</i>	77	69.37	69.37
<i>EU</i>	32	28.83	98.20
<i>N_America</i>	1	0.90	99.10
<i>UAE</i>	1	0.90	100.00
<i>Total</i>	111	100.00	

Table 5. Regional Distribution

The majority of respondents (69.37%) are from Asia, followed by Europe (28.83%). This shows that the results are primarily reflective of the Asian organizational context.

Work Experience Distribution

<i>Years of Experience</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
----------------------------	------------------	----------------	---------------------------

< 3 years	20	18.02	18.02
3-5 years	31	27.93	45.95
6- 10 years	31	27.93	73.87
10 years <	29	26.13	100.00
Total	111	100.00	

Table 6. Year of Work Experience

The majority of respondents have moderate work experience (3 to 5 year & 6 to 10 years) with 27.93%, followed by 26.13% of respondents with more than 10 years experience. This population balances across different career stages.

Professional Category

<i>Category</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
HR	50	45.05	45.05
Non-HR	56	50.45	95.50
Student (Part-time)	5	4.50	100.00
Total	111	100.00	

Table 7. Professional Category

The majority of sample consists of non-HR professionals with 50.45% and HR professionals with 45.05%. This sample allows the study to conduct conflict resolution and adaptation of HR professionals for hypotheses 2 and 3.

Organizational Role

<i>Position</i>	<i>Frequency</i>	<i>Percent</i>	<i>Cumulative Percent</i>
Employee	75	68.18	68.18
Supervisor	35	31.82	100.00
Total	110	100.00	

Table 8. Organizational Role

The majority of respondents are from employee with 68.18%, while supervisors account for 31.82% . This indicates that the findings are primarily driven by employee perspectives. Due to the one missing response, the total number of valid observation in table 8 is 110.

4.2 Reliability Analysis

Reliability analysis was conducted to ensure the internal consistency of the scales in this study. Cronbach's alpha was conducted for both paths of survey: employee and supervisor, as they

represent two perspectives. Although the wording differed slightly with same constructs, Cronbach's alpha could not be computed on the combined item set due to missing data across perspective. For each path includes emotional intelligence, employee engagement, conflict resolution, adaptability during organizational changes and turnover intention. According to Nunnally (1994), values above 0.70 considered acceptable, values above 0.80 indicate good reliability and values above 0.90 reflect excellent internal consistency.

<i>Scale of Employee</i>	<i>No of Items</i>	<i>Cronbach's Alpha</i>	<i>Interpretation</i>
<i>Emotional Intelligence</i>	20	0.93	Excellent
<i>Employee Engagement</i>	4	0.86	Good
<i>Conflict Resolution</i>	4	0.83	Good
<i>Adaptability during changes</i>	4	0.86	Good
<i>Higher Satisfaction & Lower Turnover</i>	4	0.74	Acceptable

Table 9. Internal Consistency of Scale (Employee)

The results for the employee sample indicate strong acceptable to excellent internal consistency across all constructs. Emotional intelligence demonstrated excellent reliability with 0.93 Alpha. Followed by employee engagement, conflict resolution and adaptability during organizational changes showed good reliability with alpha 0.86, 0.83 and 0.86 respectively. Higher Satisfaction and lower turnover intention with value of 0.74 falls within the acceptable range. These results ensure that the scales used in this study are reliable for measuring the constructs.

<i>Scale of Supervisor</i>	<i>No of Items</i>	<i>Cronbach's Alpha</i>	<i>Interpretation</i>
<i>Emotional Intelligence</i>	20	0.73	Acceptable
<i>Employee Engagement</i>	4	0.45	Low
<i>Conflict Resolution</i>	4	0.68	Marginal
<i>Adaptability during changes</i>	4	0.63	Moderate
<i>Higher Satisfaction & Lower Turnover</i>	4	0.59	Low

Table 10. Internal Consistency of Scale (Supervisor)

The reliability results for the supervisor are comparatively weaker compared to employee sample. Emotional intelligence indicates acceptable reliability with value of 0.73. However, the remaining construct shows lower level of internal consistency. Employee engagement and higher satisfaction/lower turnover intention demonstrates low reliability alpha value of 0.45 and 0.59. While conflict resolution and adaptability show marginal to moderate reliability with alpha value of 0.68 and 0.63. There is only 35% of respondents are supervisors in this study, which is relatively small compared to employee sample. Smaller sample size are known to reduce the stability of Cronbach's alpha estimation and this can result in lower consistent reliability values. However,

the weak internal consistency may also indicate potential measurement limitations such as item heterogeneity, self-report bias or reduced construct coherence.

4.3 Hypothesis Testing

This section presents the results of the statistical analyses to examine the relationship between emotional intelligence (EI) and the key employee-related HR outcomes, such as employee engagement, conflict resolution, adaptability during organizational changes and higher satisfaction/lower turnover intention.

Firstly, descriptive statistics were conducted the central tendencies (mean) and dispersion (standard deviation) of the study variables. The results are presented in Table 11 with an overview of sample size, mean and standard deviation. Although the total number of respondents was 111, the effective sample size used for the statistical analysis was 100 because of missing values in key variables.

<i>Variable</i>	<i>Obs</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Min</i>	<i>Max</i>
<i>Emotional Intelligence</i>	100	3.833	0.533	2.00	5.00
<i>Employee Engagement</i>	100	3.875	0.681	1.00	5.00
<i>Conflict Resolution</i>	100	3.855	0.716	1.50	5.00
<i>Adaptability during changes</i>	100	3.890	0.714	1.25	5.00
<i>Higher Satisfaction & Lower Turnover</i>	100	3.695	0.683	1.75	5.00

Table 11. Descriptive Statistics of Overall sample

All the variables have mean value above 3.5, indicating that participants in the sample size reported moderate to relatively high level of EI and positive employee-related HR outcomes. Emotional intelligence indicates a relatively consistent perception (M=3.833, SD=0.533). Similarly, employee engagement (M = 3.875, SD = 0.681) reflects moderately high levels.

Conflict resolution suggests that respondents perceive a moderate ability to manage workplace conflict with a comparable mean 3.855 (SD=0.716), while adaptability during changes construct shows high and moderate variation (M= 3.890, SD=0.714). In contrast, higher satisfaction and lower turnover intention has slightly lower mean (M=3.683, SD=0.683), indicating a moderate tendency.

<i>Variable</i>	<i>Obs</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>Min</i>	<i>Max</i>
<i>Emotional Intelligence</i>	45	4.001	0.424	2.55	5.00
<i>Employee Engagement</i>	45	4.072	0.510	2.5	5.00

<i>Conflict Resolution</i>	45	4.067	0.580	3	5.00
<i>Adaptability during changes</i>	45	4.183	0.531	3	5.00
<i>Higher Satisfaction & Lower Turnover</i>	45	3.906	0.562	2.5	5.00

Table 12. Descriptive Statistics of HR professionals

For the HR professionals population (N=45), descriptive statistics indicate consistently high mean scores across all study variables, suggesting that HR professionals report strong emotional intelligence and positive employee-related outcomes. Emotional intelligence recorded a high mean (M=4.001, SD=0.424), reflecting a strong and stable perception of EI among HR respondents. Employee engagement (M=4.072, SD=0.510), conflict resolution (M=4.067, SD=0.580), and adaptability during organizational changes (M=4.183, SD=0.531) were all above 4.0, indicating favorable perceptions in HR contexts.

H1 : There is a significant positive correlation between perceived emotional intelligence of leaders and employee engagement.

To test the hypothesis, a Pearson correlation was conducted between perceived emotional intelligence of leaders and employee engagement. The result indicated a significant positive correlation ($r=0.807$, $p<0.001$), suggesting that emotionally intelligent leaders tend to exhibit higher level of engagement. Therefore, H1 is supported.

H2 : There is a significant positive correlation between perceived emotional intelligence of HR leaders and conflict-solving capabilities.

The correlation results for this hypothesis showed a strong positive relationship between emotional intelligence of HR leaders and conflict resolution ($r=0.709$, $p<0.001$), indicating that emotionally intelligent individuals are better equipped to manage workplace conflict in the organization. Therefore, H2 is supported.

H3 : Higher perceived EI of HR leaders is positively correlated with employee satisfaction during organizational changes.

A Pearson correlation analysis was conducted to test the relationship between perceived EI of HR leaders and employee satisfaction during organizational changes ($r=0.626$, $p<0.001$). The results indicated a strong positive correlation, suggesting that higher level of EI positively impact employee satisfaction during organizational changes. Therefore, H3 is supported.

H4 : Higher perceived EI of leaders is positively correlated with lower turnover and higher employee satisfaction.

Emotional intelligence of EI leaders are also positively correlated with lower turnover and higher employee satisfaction ($r= 0.707$, $p<0.001$). These results showed a higher level of EI are associated with employee's contentment and loyalty. Therefore, H4 is supported.

<i>Variable</i>	<i>EE</i>	<i>CR</i>	<i>CA</i>	<i>RS</i>
<i>Emotional Intelligence</i>				
<i>Pearson's r</i>	0.807	0.709	0.626	0.707
<i>p-value</i>	<0.001	<0.001	<0.001	<0.001

Table 13. Correlation of EI with employee-related HR outcomes

4.4 Regression Analysis

General Population (N=100)

Regression analysis was conducted to examine the impact of perceived EI of leaders on employee engagement and higher satisfaction/lower turnover intention with the sample of 100. The result indicated that EI has a significant positive effect on employee engagement ($\beta=1.030$, $p<0.001$), explaining that EI is a strong predictor of employee engagement. This model explains 65.11% of the variance in employee engagement ($R^2=0.6511$), suggesting a high level of explanatory power.

To ensure other control variable are impacted on the relationship, other variable (experience, organization type, organization size, gender, age and region) were added in the model. The results suggest that EI remained a significant predictor of employee engagement ($\beta=1.007$, $p<0.001$). The explanatory power is slightly increased ($R^2=0.6644$), confirming the robustness of the relationship.

None of the control variables show a statistically significant effect, suggesting that EI emerged as a significant predictor in this study. Additionally, the variance inflation factor ($VIF = 1.26$), showing no multicollinearity issues.

The regression results suggested that EI has a strong and statistically effect on higher satisfaction and lower turnover intention ($\beta=0.907$, $p<0.001$), explaining 50.02% of the variance ($R^2=0.5002$).

When control variables are included, EI remains a significant predictor ($\beta=0.885$, $p<0.001$), with 52.72% of the variance. This result indicated that EI is associated with higher employee satisfaction and lower turnover intention. The explanatory power ($VIF=1.26$) shows that there is no multicollinearity problem.

HR population (N=45)

Further analysis was conducted on HR sample (n=45) to examine conflict resolution and adaptability. The results indicate that EI of HR leaders significantly associated with conflict resolution ($\beta=0.971$, $p<0.001$) with the variance ($R^2 = 0.5032$). When control variables are included, EI remains significant ($\beta=0.905$, $p<0.001$), with 59.98% of the variance. Among the control variables, only age shows a marginally significant effect, suggesting that more experienced individuals may handle conflict more effectively.

Similarly, EI significantly associated with adaptability during organizational change ($\beta=0.784$, $p<0.001$) with variance ($R^2 = 0.3915$). After including control variables, EI still remain a significant predictor of adaptability ($\beta=0.744$, $p<0.001$), with 49.35% of the variance. There is no statistically effect of control variable on the relationship, suggesting that adaptability is primarily influenced by EI.

Furthermore, variance inflation factor (VIF) values are low, indicating there are not multicollinearity problems.

Variables	EE(M1)	EE(M2)	RS(M1)	RS(M2)	CR(M1)	CR(M2)	CA(M1)	CA(M2)
EI	1.030***	1.007***	0.907***	0.885***	0.971***	0.905***	0.784***	0.744***
Experience	-	-0.001	-	-0.001	-	-0.090	-	0.046
Org Typ	-	0.034	-	0.033	-	0.103	-	0.015
Org Size	-	0.013	-	-0.026	-	0.014	-	0.122
Gender	-	0.076	-	0.187	-	0.086	-	-0.001
Age	-	0.054	-	0.055	-	0.155*	-	0.013
Region	-	0.005	-	-0.017	-	-0.085	-	-0.083
R ²	0.651	0.664	0.500	0.527	0.503	0.600	0.392	0.494
Adj. R ²	0.648	0.639	0.495	0.491	0.492	0.524	0.377	0.398
F-value	182.91***	26.02***	98.10***	14.66***	43.55***	7.92***	27.67***	5.15***
VIF	1.00	1.26	1.00	1.26	1.00	1.51	1.00	1.51
N	100	100	100	100	45	45	45	45

Table 14. Summary of Regression Results (*** $p<0.001$, * $p<0.05$, M1= without controls, M2= with control)

4.5 Subgroup Analysis: Employee and Supervisor Comparison

The sample was divided into employees and supervisors to provide additional insight, which examine the effect of EI differs across organizational roles.

The results of the employee sample of the general population (N=67) shows that EI has a strong and significant impact on employee engagement ($\beta = 1.069$, $p < 0.001$, $R^2 = 0.684$). Higher satisfaction and lower turnover ($\beta = 0.909$, $p < 0.001$, $R^2 = 0.517$) was also significantly impacted by EI. These results show that emotional intelligence is a key predictor for employee, explaining a substantial proportion of variance in both outcomes $R^2 = 0.684$ and $R^2 = 0.517$ respectively. The other control variables are included and only gender shows a marginal effect ($p=0.033$), while other control variables do not significantly influence the outcomes.

For supervisors, EI also significantly influences employee engagement ($\beta = 0.750$, $p < 0.001$, $R^2 = 0.338$) and higher satisfaction/lower turnover ($\beta = 0.723$, $p = 0.003$, $R^2 = 0.252$). However, the explanatory power is lower compared to employee group, indicating that others factors may be influenced for supervisors. When other control variables are included, EI remain significant. However, the overall model strength remain moderate. This suggests that additional factors may influence outcomes.

Among HR employee (n=29), EI influence significantly both conflict resolution ($\beta = 0.814$, $p < 0.001$) and adaptability ($\beta = 0.715$, $p < 0.001$). On the other hand, HR supervisors (n=16) EI strongly linked to conflict resolution ($\beta = 1.926$, $p < 0.001$) but does not have significant effect on adaptability. This may be due to the smaller sample size of HR supervisors or the complexity of supervisor responsibilities.

Overall, EI is stronger among employees rather than supervisors. The gap can be happened due to responsibilities, complexities of the role and smaller sample size of supervisors.

Chapter 5: Discussion

5.1 Interpretation of Findings

This study aimed to examine how emotional intelligence of leaders affect on the employee-related HR outcomes. The results presented in chapter 4 provide strong evidence for all four hypotheses. Specifically, the perceived emotional intelligence of both general and HR leaders is positively linked to employee-related HR outcomes. This section interprets these findings by integrating them with established theoretical literature and prior empirical research.

Firstly, there is a positive association between the perceived emotional intelligence of the leaders and employee engagement. Employee engagement, which is characterized by vigor, cognition, and absorption, reflects how employees invest emotional, cognitive, and physical energy into their relevant work in the organization. Employees with the higher-perceived EI leader report higher engagement levels. This finding strongly aligns with the Job Demands-Resources (JDR) model, which stated that job resources, such as support, autonomy, rewards, and feedback, reduce burnout and stress. Thus, perceived EI leaders who support their employees and foster engagement play an important role in reducing job demand and enhancing motivation and psychological resilience (Demerouti et al., 2001).

Leaders who can regulate their own emotions, understand emotions, and respond with empathy provide employees with moral support, emotional clarity, and a sense of psychological safety. Furthermore, the findings broaden the JD-R model by highlighting perceived EI leadership as a relational and psychological resource rather than a material and structural one. While Schaufeli and Bakker (2004) argue that engagement is driven by available job resources, the current findings suggest that higher perceived emotional intelligence (EI) behaviors act as these resources in modern organizations.

This perspective is particularly relevant in HRM contexts, where leaders' day-to-day interaction with employees influences their perception of fairness, acknowledgement, and support.

Accordingly, the finding reinforces that the important role of EI leadership in maintaining employee engagement in demanding and complex work environment. However, the finding should be viewed with caution, as employee engagement can be influenced by other factors in the organization, like workload, pay, and culture. Additionally, the use of self-reported and perceptual data may also lead to response bias.

Secondly, the study found the positive relationship between the perceived emotional intelligence of HR leaders and their conflict resolution capability. The finding indicated that HR leaders with higher perceived EI are more able to resolve the conflict effectively in the workplace. Particularly in HRM roles, conflict is an inevitable aspect of organizational life. Therefore, HR leaders with suitable and effective qualities, such as mediating disputes, balancing organizational interests with employee well-being, and addressing grievances, handle disagreement constructively.

According to Jordan and Troth (2004), emotional intelligence enhances individuals' ability to manage and be aware of emotions during disputes and problem-solving situations, which supported the finding. Their research indicates that individuals with higher EI are more likely to adopt collaborative and integrative approaches to conflict management, leading to more effective outcomes (Jordan and Troth, 2004). From LMX theory perspective, emotionally intelligent leaders are better able to develop high quality relationship with employee, which allows them to facilitate open communication, prevent escalation, and guide both parties toward mutually acceptable solutions.

The current study suggests that EI is not only an individual trait but also a practical HR leadership ability where dispute resolution is one of the main responsibilities, indicating EI is a critical determinant of perceived leadership effectiveness. Nevertheless, the link between emotional intelligence and resolving conflicts may also depend on the type of conflict and the organization. Not all conflicts are caused by emotions and structural or procedural problems also play a critical role.

Thirdly, the result shows that there is a positive relationship between the perceived emotional intelligence of HR leaders and employee satisfaction during organizational changes. Anxiety, uncertainty, and resistance among employees are triggered by organizational change processes. From a transformation leadership style perspective, leaders who demonstrate transparency and

emotional awareness are better equipped to handle the emotional dynamics among employees, leading to higher levels of satisfaction during the process of changing.

Emotionally intelligent leaders are able to recognize the collective emotions, regulate emotional responses, and communicate with employees effectively during transitions. In this context, emotional capability becomes a key factor of successful changes in organization. Leaders with strong emotional capability act as emotional anchors during process implementation by addressing employees' feeling, reducing anxiety, and fostering receptivity to change. Such HR leaders enhance acceptance and reduce resistance by addressing employees' concerns rather than structural aspects of change (Shanti & Roux, 2025).

This finding indicates the importance of EI in organizations, particularly in contemporary organizations, which have frequent restructuring processes, digital transformation, and post-pandemic recovery. In order to have a successful transition environment, EI is just as strategic and operational a tool in the management. However, employee satisfaction during organizational change may be influenced by communication strategies, organizational support systems, and the size of change initiatives. Thus, EI should be considered as one of the contributing factors.

Finally, the study found that perceived emotional intelligence is positively associated with employee satisfaction and reduced turnover intention. The finding highlights that EI leadership contributes to stronger employee attachment and lower withdrawal tendencies. From the perspective of Social Exchange Theory (SET), this finding suggests that leadership behaviors that provide emotional support help create reciprocal relationships between leaders and their employees.

The SET relationship is based on mutual respect, obligation, and reciprocity. When the leader is empathic, supportive, and caring to others, the employees are most likely to reciprocate commitment, satisfaction, and loyalty, leading to reduced turnover tendencies (Blau, 1964). The finding should also be interpreted with caution because turnover intention and employee satisfaction can be influenced by job market, career opportunities, and high salaries which were not fully captured in this study.

The finding of the study demonstrates that perceived EI operates as a unifying mechanism linking leadership to multiple employee-related HR outcomes rather than influencing a single outcome in

isolation. EI leadership appears to simultaneously enhance employee engagement, improve conflict management, maintain employee satisfaction during organizational transition, and strengthen satisfaction by reducing turnover intention. This impact reinforces the argument that emotional intelligence is not just a soft skill but a central component of HR effectiveness.

5.2 Theoretical Implications

The results of this study suggest several theoretical implications for understanding how emotional intelligence affects employee-related HR outcomes in the organization. The results showed the consistent positive correlation with perceived emotional intelligence of general/HR leaders and employee-related HR outcomes. The results reinforce and extend several theoretical perspectives. By demonstrating the outcomes, emotional intelligence is positioned not only as an individual trait or competence but also as a resource for meaningful organization that shapes the workplace processes. These implications contribute to the broader fields of leadership studies and organizational behavior.

Emotional intelligence is represented as a set of mental abilities that is related to the four-branch ability model, such as perceiving emotions, using the emotions to facilitate thinking, understanding the meaning of emotions, and managing emerged emotions effectively (Mayer, Caruso & Salovey, 2016). The results of the study contribute to the ability-based understanding of emotional intelligence and support this perspective by showing that leaders who are perceived as emotionally intelligent and with the cognitive ability to process the emotions based on the core four-branch ability model achieve better organizational outcomes. This strengthens the argument that EI functions as a cognitive-emotional ability rather than merely a personality trait. In order to get a better outcome in the organizational setting, leaders use these emotional abilities to interpret emotional signals within the teams, regulate their own emotions, be aware of others' emotions to guide them toward productive goals, and stay calm during disputes while trying to resolve them effectively, leading to positive interactions with employees and colleagues.

The study extends the Job Demand-Resources (JD-R) framework by emphasizing emotional intelligence as a leadership-based job resource. The JD-R theory proposed that motivation, well-being, performance, and engagement of the employees are influenced by balancing job demand (workloads) and job resources such as autonomy, social support, feedback, and guidance to

achieve work goals. High demand causes burnout, stress, and health issues, while job resources help buffer against strain and promote motivation and well-being (Bakker & Demerouti, 2017). The findings of the study suggest that perceived EI leadership behavior acts as a critical relational resource, which offers emotional support, clarity, and stability, helping employees to cope with workload stress and challenges. Employees interpret the leader's empathy, kindness, and understanding as organizational support, which results in fostering engagement and reducing exhaustion. Thus, EI can be conceptually integrated into the JD-R model as a psychological and relational resource that strengthens employee motivation and resilience.

Furthermore, the findings expand the original JD-R model of burnout, which differentiates between job demands leading to strain and job resources leading to motivation and engagement (Demerouti et al., 2001). The original model focuses on structural job characteristics without personal traits, this study highlights the influence of leadership-related emotional resources. This indicates that emotionally intelligent leadership behaviors operate alongside structural resources to influence employee outcomes. The theoretical contribution of this study lies in changing the focus from external job design alone to the interpersonal environment created by leaders.

The positive relationship observed between perceived emotional intelligence and employee well-being, coupled with a decrease in turnover intention, supports the tenets of Social Exchange Theory (SET). SET posits that workplace relationships are fundamentally reciprocal, wherein leaders' supportive behaviors foster a sense of belonging and commitment among employees. Furthermore, individuals navigate interpersonal relationships by implicitly assessing the associated costs and benefits, striving to maximize rewards while minimizing costs.

Consequently, employees who perceive their supervisors as empathetic, supportive, and equitable are likely to reciprocate with positive outcomes, such as loyalty, motivation, and job satisfaction, while simultaneously mitigating negative outcomes, including reduced turnover intention. Therefore, emotional intelligence can be interpreted as a catalyst that strengthens the relationship between leaders and employees. This finding underpins that leadership effectiveness emerges not only from formal structure but also from the quality of social exchanges (Lalonde Francoeur & Paquet, 2024).

Another theoretical implication is the Resource-Based View (RBV), meaning the sustainable management framework asserting that a firm achieves sustainable competitive advantage arising

from valuable, rare, inimitable, and organized (VRIO) resources. In RBV, resource types are characterized as tangible and intangible assets, in which intangible assets are more likely to provide a long-term advantage because they are harder to replicate. The study demonstrates that emotional intelligence can be conceptualized as an intangible strategic asset rooted within leadership capabilities. Emotionally intelligent leaders foster employee-related HR outcomes such as engagement, reduced conflict, and enhanced adaptability during change, leading to better performance and long-term stability. From an RBV perspective, these intangible leadership capabilities represent a form of human and social capital that organizations can achieve sustainable effectiveness with them (Khan et al., 2024).

The findings indicate that EI is a key mechanism linking leadership behavior to employee-related HR outcomes, allowing leaders to communicate effectively, solve conflict fairly, manage employee emotions and worries during transition, and offer employees satisfaction while reducing the turnover rate. Moreover, EI contributes to leadership theory by bridging emotional and relational perspectives on leadership. Perceived EI influences workplace relationships, psychological well-being, and structural functioning, rather than explaining outcomes through only motivation, exchange relationships, or job resources, which highlights EI as a multidimensional driver of leadership effectiveness. Overall, the study shows EI as a unifying concept that connects emotional ability frameworks, relational exchange perspectives, and strategic HRM approaches.

5.3 Implications for Leadership Practice

The practical implications of this research are highly relevant for organizations and HRM who are willing to improve the leadership effectiveness and employee-related HR outcomes. According to this research, organizations must consider EI as an important leadership element rather than an optional soft skill, since the perceived emotional intelligence of the leaders has an impact on the employee outcomes. The findings recommend that emotional intelligence should be integrated into leadership selection and recruitment processes. Traditionally, the methods used to choose leaders often emphasize technical skills, professional experience, educational background, and strategic understanding.

The screening processes should include a one-on-one interview or a technical test for the relevant area to determine whether the applicants are suitable for a leadership position. However, the findings indicate that a leader's emotional capabilities highly influence workplace outcomes, which can bring organizational achievement. Therefore, an organization may benefit from incorporating EI assessments, behavioral interviews, or situational judgement tests to evaluate a candidate's emotional ability to demonstrate empathy, regulate emotions, and manage interpersonal dynamics effectively.

Structured emotional intelligence training should be a part of leadership development programs. Emotional intelligence comprises skills like being aware of your own feelings, controlling your emotions, and understanding oneself and others feelings. These skills can be learned through targeted learning interventions. These courses should guide leaders how to listen actively, be aware of themselves, handle conflicts, and develop empathy. These skills may help leaders make their workplaces more supportive and productive. In HRM, leaders have to communicate delicate topics like performance reviews, promotions, complaints, or changes to the structure of the company. These conversations should be handled with empathy and understanding. So, leaders can learn how to deal with these kinds of circumstances in a better way by taking emotional intelligence training. The results show how important it is for leaders to be emotionally knowledgeable in order to keep employees engaged.

The JD-R theory illustrates that job resources like feedback and support from supervisors might help people who are burned out because of their job demands. Leaders with perceived emotional intelligence contribute to these resources by providing emotional validation, motivation, and psychological safety. To improve workplace engagement, organizations should encourage leaders to use empathetic and transparent communication. This should emphasize recognition, understanding, and supportive feedback. Simple managerial behaviors with acknowledgment of employee concerns or stress can significantly influence employee engagement levels.

In the HRM context, conflict management is an inevitable task for the managers, where leaders mediate disputes between two parties calmly and effectively. Therefore, organizations should encourage leaders not only to follow rules and regulations but also to use emotionally aware mediation approaches that focus on understanding underlying emotional needs, which offers employees satisfaction in the workplace.

Practically, human resources should incorporate emotional communication strategies into their change management plans. To foster supportive dialogues during periods of transition, it is essential that leaders receive training in managing employees' emotional responses and articulating the rationale behind the changes. Moreover, companies should focus on how their executives act, in addition to delivering good compensation and benefits. Employees are more inclined to stay with the company if they feel emotionally supported.

From a strategic point of view, a firm can see EI as a way to go ahead of its competitors. The resource-based view shows that leaders who help the organization perform well over time have intangible skills like emotional intelligence. Positive work environments make it easier for people to work together, and EI leadership practices can help develop trust-based cultures that support long-term success for the organization.

Emotional intelligence-related behaviors for general and HR leaders should be included in the performance evaluation systems. Assessing leadership behaviors such as communication quality, relationship management, and empathy may offer a more effective evaluation for the leadership. In summary, the practical implications focus on EI being rooted across training, leadership selection, organizational culture initiatives, and performance management. EI leadership is not only beneficial for employee well-being but also an important driver of organizational effectiveness and stability.

5.4 Limitations and Future Research

While the research provides insightful results into the impact of emotional intelligence on the employee-related HR outcomes, some limitations should not be ignored. To interpret the findings properly, these limitations should be recognized and guided to the future research directions.

The data from the research were derived from the self-reported measures as well as external observer-based evaluations, which may comprise common method bias and subjective interpretation. Managers' self-reported data could be contained self-perception bias, social desirability bias, and response bias. Employees' perceptions of leaders' EI may be influenced by organizational culture, personal experiences, or individual expectations. Although perceptions are critical because they form workplace attitudes, future research could incorporate multi-source

assessments, such as peer evaluations, to toughen measurement validity. Since EI is conceptualized as an ability, these ability-based assessments may offer complementary perspectives.

Moreover, the cross-sectional design limits the ability to draw causal conclusions. Although the results demonstrate a strong positive correlation between EI and employee-related HR outcomes, we cannot definitively conclude that EI caused these outcomes. Longitudinal studies would explain the impact of EI leadership on employee attitudes over time, particularly during transitional phases or periods of organizational stress. Due to cultural and organizational variety, there may be bias in the contextual variation within the sample. Leadership behaviors and emotional expressions can be interpreted variously across cultural contexts. Future research should consider exploring the cultural moderators that explain how EI is perceived and how it impacts leadership effectiveness.

The study focuses mainly on employee-related HR outcomes and does not directly explore organizational performance indicators. To investigate the potential of emotional intelligence (EI) to enhance overall organizational success via enhanced human resources (HR) outcomes, subsequent research may incorporate indicators such as innovation, productivity, or financial performance. This study expands upon the principles of JR-R theory, SET, and RBV, yet, these established frameworks may not fully encompass all underlying processes. Subsequent studies could examine the significance of mediating variables in the translation of emotional intelligence into tangible organizational achievements.

In addition, this study primarily focuses on how leaders are perceived, rather than measuring their emotional intelligence skills. Therefore, future studies should compare both to determine their relative predictive strength and examine potential boundary conditions. For example, researchers should explore more in the high-level stress environments or industries with frequent organizational change whether EI leadership may be influential and how much EI leadership has an impact on the organizational outcomes in these industries. To understand when and where emotional intelligence matters the most, testing such contextual factors would be beneficial. Furthermore, exploring EI at several organizational levels illustrates a promising avenue. The future studies should explore not only individual leaders like the current study, but also EI at team or organizational levels through shared emotional norms and climate.

Finally, intervention-based research is needed. In order to provide practical evidence for HR practitioners, experimental studies examining the impact of EI training programs on leaders'

behavior and employee outcomes are needed. Longitudinal intervention designs could reveal whether EI development leads to sustained improvements in organizational outcomes. Although the current study contributes valuable insights into the association between perceived EI of general/HR leaders and employee-related HR outcomes, future research should broaden organizational consequences. Thus, the understanding of EI as a leadership capability and a strategic organizational resource will be strengthened to benefit the organization as a whole.

Chapter 6 : Conclusion

This master's thesis aimed to investigate the influence of leaders' emotional intelligence (EI) on employee-related HR outcomes in organizations. Building on existing theoretical approaches and a quantitative empirical analysis, it was demonstrated that emotional intelligence plays a central role in modern leadership practice and significantly contributes to improving key organizational outcomes. The study thus provides both theoretical and practical insights into the importance of emotionally intelligent leadership in the context of human resource management.

The results of the study confirm all four hypotheses and consistently show that higher perceived emotional intelligence in leaders is positively correlated with employee engagement, conflict resolution skills, satisfaction during organizational change, as well as lower employee turnover and higher employee satisfaction. These findings underscore that emotional intelligence should not merely be considered a "soft skill," but rather a core strategic competency in leadership.

A key finding of the thesis is the strong correlation between emotional intelligence and employee engagement. In line with the Job Demands-Resources (JD-R) model, emotionally intelligent leaders function as a crucial social and psychological resource. They create a supportive work environment that enables employees to better cope with job-related demands while simultaneously increasing motivation and engagement. This finding expands upon existing approaches to the JD-R model by highlighting the role of leadership not only as a structural but also as a relational influence.

Furthermore, the results underscore the importance of emotional intelligence for the conflict resolution skills of HR leaders. Conflicts are an unavoidable part of organizational processes, particularly in HR. Leaders with high emotional intelligence are better able to recognize emotional tensions, regulate them appropriately, and foster constructive solutions. Combined with the Leader-Member Exchange (LMX) theory, it becomes clear that high-quality relationships between

leaders and employees, based on trust and respect, form the foundation for effective conflict resolution.

Another key contribution of this work lies in its examination of the role of emotional intelligence during organizational change processes. Change is often associated with uncertainty, fear, and resistance. The results show that emotionally intelligent leaders can significantly increase employee satisfaction during such processes through transparent communication, empathy, and emotional stability. From the perspective of transformational leadership, it becomes clear that leaders with high emotional intelligence are able to inspire employees, build trust, and successfully guide change processes.

In addition, a significant correlation was found between emotional intelligence and reduced employee turnover as well as increased employee satisfaction. These results can be explained by Social Exchange Theory (SET), according to which positive and supportive leadership relationships lead to mutual commitment. Employees who feel valued and understood develop a stronger bond with the organization and show less intention to leave. Emotional intelligence thus acts as a key mechanism for promoting long-term employee retention.

Beyond the theoretical implications, the study also offers important practical insights for organizations. The results suggest that emotional intelligence should be systematically integrated into the selection, training, and development processes for managers. Organizations can, for example, promote competencies such as empathy, self-regulation, and social skills through targeted training programs. Furthermore, recruitment processes should be adapted to give greater consideration to emotional competencies, for example, through behavior-based interviews or situational tests.

Despite the valuable insights, the study also has some limitations. The research is based on a cross-sectional analysis, which means that no causal relationships can be definitively established. The data were collected primarily through self-reporting, which can potentially lead to biases. The sample size, particularly among managers, is relatively small, which could limit the generalizability of the results. Moreover, the sample is concentrated on a single, specific group of employees. The study focused on specific geographic regions, which may have meant that cultural differences could not be fully accounted for.

This presents several starting points for future research. Longitudinal studies could help to investigate the long-term effects of emotional intelligence on organizational outcomes. Furthermore, it would be beneficial to include other contextual factors such as corporate culture, leadership style, and industry-specific differences. Qualitative studies could also contribute to developing a deeper understanding of the mechanisms by which emotional intelligence operates.

In summary, emotional intelligence plays a crucial role in the effectiveness of leadership and the success of human resource management. This work clearly demonstrates that emotionally intelligent leaders not only improve employee well-being and satisfaction but also positively influence key organizational goals such as engagement, conflict management, and employee retention. In an increasingly complex and dynamic work environment, emotional intelligence thus represents a significant success factor that helps organizations remain sustainably competitive.

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Appendix: Survey Questionnaire

Demographic Information

1. How many years of work experience do you have?

Less than 3 years

3–5 years

6–10 years

More than 10 years

2. What type of organization do you currently work in?

Public sector

Private sector

Non-governmental organization (NGO)

Other

3. What is the size of your organization?

Fewer than 50 employees

50–199 employees

200–499 employees

500 or more employees

4. What is your gender?

Male

Female

Prefer not to say

5. What is your age group?

20–29
30–39
40–49
50 or above

6. In which region are you currently working?

Asia
Europe
North America
South America
Africa
Middle East
Oceania

7. What is your current employment status?

I work in Human Resource Management (HRM)
I work in another function
I am a student/ part-timer

8. What is your current role within your organization?

Employee
Supervisor / Manager

Employee Perspective (Evaluation of Manager)

Self-Awareness

My manager recognizes their emotions in stressful situations.
My manager understands how emotions affect their behavior and performance.
My manager is aware of their strengths and areas for improvement.
My manager reflects on their decisions and actions.

Self-Regulation

My manager remains calm under pressure or conflict.
My manager handles criticism without becoming defensive.
My manager avoids impulsive decisions.
My manager takes responsibility for their actions, even when outcomes are negative.

Motivation

My manager demonstrates enthusiasm for achieving goals.
My manager encourages change and improvement.
My manager aligns personal goals with organizational objectives.
My manager sets challenging goals and strives to achieve them.

Empathy

My manager actively listens to employees' concerns.
My manager considers employees' perspectives before making decisions.
My manager recognizes when employees are stressed or disengaged.
My manager shows genuine concern for employees' well-being.

Social Skills

My manager communicates effectively with team members.
My manager builds positive relationships across teams.
My manager manages conflicts effectively.
My manager inspires teamwork and collaboration.

Employee Engagement

My manager motivates employees to perform their best.
My manager fosters a positive and inclusive work culture.
My manager recognizes and celebrates employees' achievements.
My manager promotes a sense of belonging and purpose.

Communication and Conflict Resolution

My manager promotes open communication across all levels.
Conflicts are resolved fairly and respectfully.
My manager provides constructive feedback regularly.
My manager encourages transparent decision-making.

Change and Adaptability

My manager manages organizational change effectively.
My manager motivates employees to adapt to new situations.
My manager encourages innovation and flexibility.

My manager helps employees view change as a positive opportunity.

Turnover intention and Employee Satisfaction

Employees under my manager show high job satisfaction.

Employee turnover in my department is low.

Employees would recommend working under this manager.

HR policies under this manager promote employee well-being and loyalty.

Supervisor Perspective (Self-Assessment)

Self-Awareness

I understand how my emotions affect my behavior and performance.

I recognize my emotions in stressful situations.

I am aware of my strengths and areas for improvement.

I reflect on my decisions and actions.

Self-Regulation

I remain calm under pressure or conflict.

I handle criticism without becoming defensive.

I avoid making impulsive decisions.

I take responsibility for my actions, even when outcomes are negative.

Motivation

I remain positive and persistent when facing challenges.

I demonstrate enthusiasm for achieving goals.

I align personal goals with organizational objectives.

I encourage innovation and continuous improvement.

Empathy

I actively listen to employees' concerns.

I consider employees' perspectives before making decisions.

I recognize when employees are stressed or disengaged.

I show genuine concern for employees' well-being.

Social Skills

I communicate effectively with team members.
I build positive relationships across teams.
I manage conflicts effectively.
I encourage teamwork and collaboration.

Employee Engagement

I motivate employees to perform at their best.
I promote a positive and inclusive work culture.
I recognize and celebrate employees' achievements.
I communicate organizational goals to inspire engagement.

Communication and Conflict Resolution

I promote open communication across all levels.
I resolve conflicts fairly and respectfully.
I provide constructive feedback regularly.
I encourage transparent decision-making.

Change and Adaptability

I manage organizational change effectively.
I support employees during transitions.
I motivate employees to adapt to new situations.
I encourage innovation and flexibility.

Turnover Intention and Employee Satisfaction

Employees in my team show high job satisfaction.
Employee turnover in my department is low.
Employees would recommend working under my leadership.
I ensure HR policies promote employee well-being and loyalty.