

Follower Emotional Intelligence: A Mediator between Transformational Leadership and Follower Outcomes

Introduction

Transformational leaders (TL) have been found to influence outcomes such as followers' commitment, trust in the leader, positive organizational citizenship behaviour, higher productivity, lower turnover rates, higher job satisfaction and motivation, effectiveness of the leader's work group, happiness at work (HAW), and improved innovative and creative performance (Bass and Avolio, 2000; Bycio et al., 1995; Choi et al., 2016; Judge and Piccolo, 2004; Mesu et al., 2015; Salas-Vallina et al., 2017; Schriesheim et al., 2006; Tung and Tung, 2016; Wang and Howell, 2012). Research has examined a chain of factors that partially or fully mediate the relationship between TL and follower affective outcomes. Trust and value congruence (Jung and Avolio, 2000), goal clarity and support for creative thinking (Nemanich and Keller, 2007), psychological empowerment (Avolio et al., 2004), leader-member exchange (Wang et al., 2005), followers' perception of work characteristics (Neilson et al., 2008), and followers' trust and satisfaction (Podsakoff et al., 1990) are some of the significant mediating factors that are reported to explain the relationship between TL and follower affective outcomes. This study extends the research agenda through exploring the potential role of follower emotional intelligence (EI) as a mediator between transformational leadership (TL) and follower affective outcomes.

Previous mediation studies have indicated that transformational leaders and their followers could well be engaged in a strong emotional relationship, without which transformational leaders cannot drive significant change in their followers' outcomes. For example, Jung and Avolio (2000), while examining transformational and transactional leadership and the mediating effect of trust and value congruence on follower performance, cite Bass's (1978) argument that transformational leaders in an exchange relationship engage in emotional involvement with their followers, in order to build higher levels of identification, commitment and trust in them and their mission. McColl-Kennedy and Anderson's study (2002) observed that TL has a significant direct influence on the optimism of followers, which in turn increases goal-clarity and resultant efforts toward achieving goals. Similarly, Dasborough and Ashkanasy (2002), while explicating the nature of relationships in their model between leaders and their members, reinforced that emotional intelligence is the core characteristic of leader-member interaction. In a similar vein, Hunt et al., (2004) asserted that the emotional attachment a transformational leader builds with followers (Bass 1990) is correlated with higher levels of creative output in the followers.

Deeper exploration into the research indicates that transformational leaders have the ability to emotionally connect with followers. Sivanathan and Fekken's (2002) study showed that leaders who reported higher levels of EI were perceived by their followers as higher in TL and thus more effective. Lam and O'Higgins (2012) further added that EI could be a characteristic that directly influences the development and maintenance of TL. Studies from Pirola-Merlo et al., (2002) and Ashkanasy and Dorris (2017) have highlighted that one key skill of a transformational leader lies in the ability to help followers deal with negative

1
2
3 emotional events. Transformational leaders, through their ability to identify, express and
4 understand the emotions of others, are in a better position to comprehend followers' needs
5 and interact accordingly, thus earning the trust and respect of followers (Gardner and Stough,
6 2002).
7

8
9 In light of the above-mentioned studies and those detailed later in this paper, it is evident that
10 transformational leaders use their emotional skills in order to achieve the desired follower
11 affective outcomes. Significantly, previous research has focussed on one-sided
12 transformational leaders' points of view only, and has not gone beyond this to investigate
13 what happens at the followers' end as a result of this emotional intervention by
14 transformational leaders. A series of questions therefore remain unanswered, such as: what
15 happens to followers when transformational leaders use their emotional skills to generate the
16 desired effect in followers? To what extent are followers emotionally impacted because they
17 are able to align their vision and goals as desired by their transformational leaders? To
18 answer these questions, this study, underpinned by *Affective events theory (AET)*, *Emotional*
19 *Contagion Theory* and other relevant theories and studies, posits that transformational leaders
20 impact their followers' emotional intelligence (EI) positively, which in turn becomes
21 instrumental in achieving the outcomes desired by transformational leaders in followers. This
22 study therefore assumes great significance as it is the first of its nature to investigate two
23 untested relationships i.e. the potential positive relationship between transformational
24 leadership and follower EI and the potential mediating role of follower EI between
25 transformational leadership and follower affective outcomes. Follower growth satisfaction in
26 job (GSJ) and follower job stress (JS) are chosen as the two affective outcome variables in
27 this study, in order to test the potential mediation of follower EI.
28
29
30
31
32

33 **Proposed model**

34
35 The aim of the present study is to test the positive relationship between transformational
36 leadership and follower EI and the subsequent potential mediation of follower EI in the
37 relationship between TL and follower affective outcomes. For this purpose, a theoretical
38 model (see Figure 1) and several hypotheses were formulated and tested based on the
39 underpinnings of relevant theoretical frameworks and past studies from the literature. As is
40 evident from Figure 1, TL is considered as an independent variable, while follower EI is
41 treated as a potential mediator. Given that one of the aims of this study is to investigate the
42 potential mediation of follower EI between TL and outcome variables, the authors were
43 interested in selecting two affective outcome variables that have been widely tested across
44 many contexts in the literature. In this regard, growth satisfaction in the job (GSJ) and job
45 stress (JS) were chosen as the affective outcome variables for this study, given that much
46 literature has supported the strong relationship between transformational leadership and
47 follower job satisfaction and job stress (Nemanich & Keller, 2007; Podsakoff et al., 1990;
48 Savery and Luks, 2001; Gill et al., 2006). More specifically, 'growth satisfaction in the job'
49 was chosen instead of 'overall job satisfaction' because job satisfaction in its entirety
50 captures many facets that may not necessarily be related to satisfaction derived from leaders'
51 interaction alone. 'Growth satisfaction in the job', which is one facet of job satisfaction, was
52 therefore chosen as an outcome variable for this study because it captures the elements of
53
54
55
56
57
58
59
60

1
2
3 follower personal development and accomplishment in the job, which can be closely
4 attributed to leader-member interaction (Jordan and Troth, 2011, Yuan et al., 2016). Another
5 significant reason for the choice of these two outcome variables is to understand how
6 follower EI will potentially mediate in the instances of positive affective outcome variable
7 GSI and negative affective outcome variable JS. The rationale for this model is explained in
8 the next section on literature review and hypothesis development.
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30

Insert Fig. 1 here

31 **Literature review and hypothesis Development**

32
33 Based on the seminal work of Burns (1978, p.4), the transformational leader can be
34 understood as “one who looks for potential motives in followers, seeks to satisfy higher needs
35 in followers, and engages the full person of followers”. Bass (1997) established four clear
36 components of TL: idealised influence (charisma), inspirational motivation, individual
37 consideration and intellectual stimulation. Since that time, transformational leadership theory
38 has emerged as a dominant theory in leadership (Mhatre and Riggio, 2014) and has received
39 much attention in both theoretical as well as meta-analytic reviews (Banks et al., 2016). EI is
40 an outgrowth of two areas of psychological research, the first pertaining to cognition and
41 affect and involving how cognitive and emotional processes interact to enhance thinking
42 (Isen et al., 1978; Zajonc, 1980) and the second being use of emotion to facilitate thinking,
43 which refers to harnessing emotions to facilitate cognitive activities such as reasoning,
44 problem solving and interpersonal communication (Macik-Frey, 2007). In this paper, EI is
45 defined as “the ability to monitor one’s own and others’ feelings and emotions, to
46 discriminate among them and to use this information to guide one’s thinking and actions”
47 (Salovey and Mayer, 1990, p.189).
48
49
50
51

52
53 Emotional intelligence is a characteristic that directly influences the development and
54 maintenance of transformational leadership (Kim and Kim, 2017; Lam and O’Higgins, 2011).
55 Emotional intelligence is important for followers’ emotion-related processes and outcomes at
56
57
58
59
60

1
2
3 different levels of management (Ashkanasy, Härtel and Daus, 2002; Kafetsios and
4 Zampetakis, 2008). Previous research has observed that emotional intelligence provides a
5 broad range of abilities that may be useful in understanding and addressing relationship
6 issues that are at the core of leader-member exchange (Barbuto and Bugenhagen, 2009;
7 Jordan et al, 2011; Sy et al, 2006; Sear and Holmvall, 2010). Moreover, emotional
8 intelligence of followers has been considered as a critical dimension influencing the
9 formation of follower attributions in response to the leader's emotion-evoking influence
10 attempts (Ashforth and Humphrey, 1995; Ashkanasy and Tse, 2000). Given that the core
11 capabilities of EI are malleable and thus capable of being developed and changed, it has been
12 emphasised in previous research that workplace experiences or events have a significant
13 impact on this shaping process (Borges et al., 2012; Brackett et al., 2010a; Dulewicz and
14 Higgs, 2004; Goleman, 1998; Sellakumar, 2017). Based on the following theoretical
15 underpinnings and prior research, this study posits that transformational leadership can create
16 suitable workplace events or experiences which enable their followers, through these
17 conducive atmospheres, to think, monitor and discriminate feelings and emotions in order to
18 guide their thinking and actions.
19
20
21
22

23 Affective Events Theory (Weiss and Cropanzano, 1996) explicitly considers leaders as
24 sources of affective events in the workplace; in turn, these events have the capacity to drive
25 changes in emotional states of the followers. Affective Events Theory (AET) further
26 differentiates behaviour as: affective behaviour (moods, emotions) which results from an
27 emotional reaction to an event; and judgement-driven behaviour which is associated with
28 cognitive assessments about the situation based on the emotional reaction to events
29 (Cropanzano and Dasborough, 2015). Prior research mentions that affective behaviour
30 (emotional reaction to an event) can impact judgement about a situation and can either build
31 or distort one's thinking and subsequent behavioural actions. More specifically, it has been
32 found that negative emotional reactions to events such as fear and anger (affective behaviour)
33 can adversely impact cognitive processes, thus leading to distorted cognition and pessimistic
34 risk perception (Lerner and Keltner, 2000, Johnson and Tversky, 1983; Wright and Bower,
35 1992, Teasdale and Barnard 1993, Blanchette and Richards 2010). This view fits well with a
36 commonly heard saying: 'I was so stressed at that time that I couldn't think properly and now
37 regret my action'. Similarly, Strack, Schwarz and Gschneidinger (1985) have added that
38 thinking about a positive event that has occurred will lead to a positive evaluation about one's
39 life and vice versa. Thus, considering that emotional intelligence is defined as the ability to
40 monitor one's feelings, discriminate and use information to guide one's thinking and actions,
41 this study draws support from Affective Events Theory (AET). It suggests that
42 transformational leaders act as sources of positive affective events and therefore have the
43 capacity to enable their followers to experience positive emotional reactions to events
44 (affective behaviour), which facilitate their thinking, judgement and assessment of their own
45 feelings and situation, resulting in appropriate actions and behaviour.
46
47
48
49
50
51

52 Further, utilising *Emotional Contagion Theory*, the tendency to automatically mimic and
53 synchronize facial expressions, vocalizations, postures, and movements with those of another
54 person and, consequently, to converge emotionally (Hatfield et al., 1994, p. 5), in the context
55
56
57
58
59
60

1
2
3 of transformational leaders and followers, it can be assumed that followers who ‘tune in’ to
4 their supervisors’ positive attitudes are more likely to ‘catch’ their positive emotions,
5 attitudes and vice versa. Prior research reports that transformational leaders have high levels
6 of EI (Barbuto and Burbach, 2006; Barling et al., 2000; Lam and O’Higgins, 2012;
7 Polychroniou, 2009; Sivanathan and Fekken, 2002), are emotionally stable, and exhibit
8 openness, understanding and supportiveness in their interactions with their followers (Tickle
9 et al., 2005; Hassan et al., 2010). Self-regulation is considered to be one of the key
10 components of EI (Mayer, Salovey and Caruso, 2000; Zeidner et al., 2003). For example,
11 when followers witness their transformational leaders behaving with self-restraint (self-
12 regulation) in highly provoking or challenging situations, this can have a contagious effect on
13 followers’ emotions and their ability to replicate in similar situations. In addition to these
14 theoretical underpinnings, Jordan et al (2011) observed that the quality of leader-member
15 exchanges hinges on the way in which leaders and followers manage relationships; emotional
16 intelligence plays an important role in this process (Jordan et al, 2011). Therefore, it is
17 hypothesised that:

21
22 *H1.* Transformational leadership will be positively related to follower emotional
23 intelligence
24

25 Hackman and Oldham (1980) listed Growth Satisfaction in Job (GSJ) as one of the four
26 personal and work outcomes of the job characteristics theory. GSJ indicates employee
27 satisfaction when they have enriched opportunities for personal learning and growth at work.
28 GSJ, as a variable in this paper, can be characterized by: followers’ learning, self-direction,
29 sense of autonomy, self-enhancement, personal growth and development, worthwhile
30 accomplishment, and challenge in the job (Hackman and Oldham, 1975, 1980).
31
32

33 Extending upon the notion of Affective Events Theory (AET), it can be assumed that a
34 transformational leader’s ‘individual consideration component’ can create an affective event
35 (enriched opportunity) that influences the GSJ of followers. This is also consistent with the
36 views of Burns (1978) and Bass (1985), who suggested that transformational leaders’
37 effectiveness is rooted in their ability to elevate and satisfy these higher-order needs among
38 followers (Shamir et al., 1993). Thus, it is also hypothesised that:
39
40
41

42 *H2.* Transformational leadership will be positively related to follower growth satisfaction
43 in the job
44

45 Job Stress (JS) is referred to as “unpleasant emotional experience associated with elements of
46 fear, dread, anxiety, irritation, annoyance, anger, sadness, grief, and depression” (Motowidlo
47 et al., 1986, p. 618). Job Stress (JS) can be attributed to the negative impact stemming from
48 weak psychological health due to lower job satisfaction (Keyes et al., 2002). From this
49 perspective, transformational leaders are found to promote a positive emotional state and
50 well-being in followers, which leads to the ability to appraise job experiences more
51 constructively and positively (Arnold et al., 2007; Liu et al., 2010). Various studies have also
52 affirmed that transformational leaders create a sense of well-being in followers through
53 encouragement of open, inspirational and effective communication, and influence motivation,
54
55
56
57
58
59
60

enthusiasm, optimism and self-confidence in followers, which in turn become instrumental in alleviating JS (Fazzi and Zamaro, 2016; Gill et al., 2010; Rafferty and Griffin, 2004; Liu et al., 2010). Thus, we further hypothesise that:

H3. Transformational leadership will be negatively related to follower job stress

Most emotional intelligence scholars have focused on searching for direct relationships between emotional intelligence and its outcomes (Meisler and Vigoda-Gadot, 2014). Two prominent outcomes of EI, across various studies in the literature, are job performance and job satisfaction (Wong and Law, 2002). More specifically, various studies have captured the close association between EI and job satisfaction (Brackett et al., 2010b; Mayer and Salovey, 1997; Tugade and Fredrickson, 2007). One of the elements closely associated with job satisfaction is Growth Satisfaction in the Job (GSJ), which may be derived from one's learning, self-direction, autonomy, self-enhancement, personal growth and development, worthwhile accomplishment, and challenge in the job (Hackman and Oldham, 1975, 1980). Bechara et al. (2000) affirmed that being aware of one's cognitive processes and emotions triggers the neurological reactions that can foster personal learning and growth. In light of the above, the following hypothesis is generated:

H4: Follower emotional intelligence will be positively related to follower growth satisfaction in the job

It has been observed in numerous studies that EI increases the ability to solve problems and find suitable strategies for dealing with stress (Mikolajczak et al., 2006; Tsaousis and Nikolaou, 2005). Employees with high EI may thus be better at identifying feelings of frustration and stress, can understand the causes of stress through cognitive reappraisal, and develop strategies that include social resources and disclosure of feelings to deal with the negative consequences of stress (King and Gardner, 2006). On the other hand, employees with low EI are not aware of their emotions, resulting in an inability to cope with emotions, thus aggravating their level of stress. Bar-On et al.'s (2000) study suggested that police officers who were more aware of themselves and their emotions had better coping strategies to adapt to stressful events. Ciarrochi et al. (2002) also suggested that emotional regulation skills (involving both self and others) help protect people from the adverse effects of stress. Based on the evidence in the literature, it is assumed that follower EI may negatively influence follower job stress. Thus, this study hypothesises that:

H5. Follower emotional intelligence will be negatively related to follower job stress

Deluga (1992) highlighted the importance of an individualised dyadic relationship (two-way relationship between leaders and followers) in the heightened follower outcomes associated with transformational leadership. Given the focus on the dyadic nature of leadership process as propounded by Leader-Member Exchange (LMX) Theory (Graen and Uhl-Bien, 1995), LMX was found to be fully mediating in the relationship between transformational leadership and follower outcomes such as task performance and organisational citizenship behaviour (Wang et al., 2005). Later, Jordan and Troth's (2011) study noted that Leader-Member Exchange Theory (LMX) hinges on the way in which leaders and followers manage

relationships and that EI plays a prominent role in this social exchange. Their study also noted that the EI of followers enables them to develop high quality relationships with their leaders; this, in turn, results in higher levels of job satisfaction. A more recent study by Yuan et al., (2016), based on LMX differentiation, observed that high LMX leads to positive effects on followers' individual performance, job satisfaction, and organisational citizenship behaviour. Hence, it becomes implicitly evident that EI can play a potential role in mediating the relationship between transformational leadership and follower affective outcomes:

H6. Follower EI will mediate the relationship between transformational leadership and follower growth satisfaction in the job

Past studies have also reported that high EI individuals are good at understanding and managing their feelings, which may help them maintain a positive mood at work (Brackett et al., 2010b; Karim and Weisz, 2011), leading to better outcomes. Additionally, MacCann et al. (2011) and Zhao (2014) posited that EI can facilitate social resources that may support effective coping behaviour in handling stressful situations. Another important possibility of the mediation of follower EI is envisioned by the study of Tsai et al. (2009). Their study, comprising 282 employees and their immediate supervisors in 10 insurance companies in Taiwan, touched on the mediating role of positive moods as a mediator linking TL and employee work outcomes. Yuan et al's study (2016) also noted that, in addition to positive effects, due to fierce competition among followers to obtain or maintain high-quality LMX, the follower may face lot of workplace stressors also. Thus, we generate the following hypothesis:

H7: Follower EI will mediate the relationship between transformational leadership and follower job stress

Research Methodology

The data for testing the mediation model in this study were collected through a quantitative survey method using structured questionnaires. Only those respondents were recruited who had been working under a supervisor for more than two months to ensure the quality of relationship. Considering the study was conducted in a metropolitan city of India (Chennai), that has a significant number of people who speak and understand English, the questionnaire was not translated into local language. A pilot study with a small sample of 30 respondents was conducted to develop an understanding for gaining access to a larger set of respondents and for checking comprehensibility of the survey items. The pilot study did not report any problems with comprehension of survey items on the part of respondents, but revealed the operational difficulty in contacting the potential respondents without permissions from HR managers. Hence, a decision was taken to distribute 1800 questionnaires to the potential respondents through HR managers from different companies and institutions within the IT, health care, hospitality, education, manufacturing and public services sectors located in Chennai, Southern India. Overall, 1206 questionnaires were returned, with a response rate of 67%, out of which 908 were classified as usable for this study. The gender distribution was

1
2
3 513 males and 395 females. The respondents' duration of service under the supervisor/leader
4 to whom they were reporting was 3 months and higher.
5

6 ***Research Instruments*** 7

8 The following four survey instruments were used in this mediation study:
9

10 *Indian Transformational Leadership Scale (ITL)* 11

12 The Multifactor Leadership Questionnaire (MLQ), which was first developed by Bass (1985),
13 has been used universally across many contexts. However, an indigenous Indian
14 Transformational Leadership (ITL) Scale was used in this study, with the rationale based on
15 the point raised by Singh and Krishnan (2007), who stated that generalisability of the MLQ in
16 diverse cultural contexts is questionable. The majority of leadership theories have
17 predominantly emerged from North America and their application to the Southeast Asian or
18 Indian culture can be dubious (Singh and Krishnan, 2007).
19
20

21 To overcome these constraints and to customize the questionnaire for Indian culture, Singh
22 and Krishnan (2007) proposed an indigenous construct, the 27-item Indian Transformational
23 Leadership Scale (ITL), which comprises six factors: 1. performance-oriented and humane
24 (POH), representing the attitudes of managers in performing their tasks; 2. openness and
25 nurturing (ON), representing managers trusting subordinates and encouraging them to work
26 independently; 3. sensitive and conscientious (SC), representing a high degree of sincerity
27 and seriousness of the manager towards others; 4. personal touch (PT), representing
28 personalised relationships; 5. conviction in self (CIS), representing self-confidence of the
29 manager and confidence in the promoted vision; and 6. non-traditional (NT), representing
30 openness to change among managers (Singh and Krishnan, 2007).
31
32
33

34 Before explaining the construct of ITL further, it is imperative to understand that, in
35 designing and improvising the questionnaire to the Indian context, the authors (Singh and
36 Krishnan, 2007) have clearly mentioned that the 27-item Indian transformational leadership
37 scale included MLQ Form 5X which measured the four factors of TL, i.e. idealized influence
38 (attributed/behaviour), inspirational motivation, intellectual stimulation and individualised
39 consideration (Singh and Krishnan, 2007). Additionally, Singh and Krishnan (2007) stated
40 that the expectation of convergent validity was confirmed by a correlation of .89 between ITL
41 and MLQ-TL. Thus, to ensure wider applicability and contribution to existing literature while
42 reporting, this paper will generalise the ITL's dimensions along the popular MLQ-TL
43 dimensions (idealized influence (attributed/behaviour), inspirational motivation, intellectual
44 stimulation and individualized consideration). The respondents in this study were asked to
45 rate their leaders' TL qualities using a five-point Likert scale, ranging from 1 (strongly
46 disagree) to 5 (strongly agree) using items such as 'My supervisor is sensitive to my personal
47 needs', 'My supervisor works with a smile'. Singh and Krishnan (2007) reported a reliability
48 alpha value of 0.95 for the 27 items for this scale, and they also established its robustness
49 through discriminant and convergent validity tests.
50
51
52
53
54
55
56
57
58
59
60

1
2
3 In this study, confirmatory factor analysis (CFA) was performed to assess whether the
4 measurement model fits adequately with the data. For the measurement model of the
5 Transactional Leadership Scale construct, a second-order CFA was performed. For the
6 baseline measurement model, all observed measures (i.e. items or indicators) were specified
7 as indicators of the first-order latent factors (i.e. sub-dimensions of POH, ON, SC, PT, CIS,
8 and NT), which were indicators of the second-order factors (POH, ON, SC, PT, CIS, and
9 NT). The fitness statistics of the measurement structure were significant: $\chi^2/df = 2.866$, CFI =
10 0.948, TLI = 0.940, RMSEA = 0.045, SRMR = 0.036. The factor loadings of all the
11 indicators on the latent variables were found to be significant, with $p < 0.01$. The results
12 showed that the measurement model was adequately represented by relevant indicators.
13
14
15

16 *Emotional Intelligence (EI)*

17
18 The Wong and Law Emotional Intelligence Scale - WLEIS (Wong and Law, 2002) is one of
19 the most widely used self-assessed EI instruments in the international context (Law et al.,
20 2004; Shi and Wang, 2007). It consists of 16 items for measuring individuals' self-
21 perceptions about EI, based on the revision of four dimensions of the EI model of Mayer and
22 Salovey (1997): self-emotion appraisal (SEA), others' emotion appraisal (OEA), use of
23 emotion (UOE), and regulation of emotion (ROE). Followers' EI was assessed using a seven-
24 point Likert scale ranging from 1 (strongly disagree) to 7 (strongly agree) using items such as
25 'I really understand what I feel' and 'I am quite capable of controlling my own emotions'.
26 Macik-Frey (2007) also demonstrated strong discriminant validity and reliability with an
27 alpha value of 0.84 for the WLEIS.
28
29
30

31 In this study, for the measurement model of the EI construct, a second-order CFA was
32 performed. For the baseline measurement model, all observed measures were specified as
33 indicators of the first-order latent factors (i.e. sub-dimensions of SEA, OEA, ROE, and
34 UOE), which were indicators of the second-order factors (SEA, OEA, ROE, and UOE). The
35 fitness statistics of the measurement structure was found to be significant: $\chi^2/df = 2.951$; CFI
36 = 0.943; TLI = 0.930; RMSEA = 0.054; SRMR = 0.038.
37
38
39

40 *Growth satisfaction in the job (GSJ)*

41 This study measured followers' GSJ using four items (Hackman and Oldham, 1975, 1980), as
42 reported in Macik-Frey (2007), that required a response from the respondents on a seven-
43 point Likert scale, ranging from 1 (extremely dissatisfied) to 7 (extremely satisfied), using
44 items such as 'The amount of personal growth and development I get in doing my job' and
45 'The amount of challenge in my job'. In this study, for the measurement model of the GSJ
46 construct, a first-order CFA was performed. The fitness statistics of the measurement
47 structure were found to be significant: $\chi^2/df = 2.503$; CFI = 0.999; TLI = 0.992; RMSEA =
48 0.041; SRMR = 0.007.
49
50
51

52 *Job Stress (JS)*

53
54 Followers' JS was measured using a modified version (two items) of the Motowidlo et al.
55 (1986) scale as reported by Dubinsky et al. (1995), using a five-point Likert scale ranging
56
57
58
59
60

1
2
3 from 1 (strongly disagree) to 5 (strongly agree), using items such as 'My job is extremely
4 stressful' and 'I feel a great deal of stress because of my job'. The two items were summed to
5 obtain a total score and higher scores indicate that employees feel higher stress in their job.
6

7 Given that there were only two items for this scale, CFA was not performed to assess the
8 measurement model of the JS construct. The alpha value for this study was 0.79, which is
9 very close to that found by Dubinsky et al. (1995).
10

11 ***Research design & methods of analysis***

12
13 The research design for this study was formulated to minimise the potential weaknesses that
14 may undermine the application of factor analysis and structural equation modelling (SEM)
15 for Likert scale type survey questionnaire data e.g. validity and reliability of the items and
16 constructs, self-report and common method biases, replicability, qualification of respondents
17 (Rindfleisch et al., 2008). The research approach was oriented towards the abductive
18 perspective (Kovács and Spens, 2005). Both the research hypotheses and measurement scales
19 of conceptual model were initially developed from synthesising the relevant theories and the
20 literature to maximise face validity. Subsequent findings from the workplace observations
21 and interviews with experts and practitioners in the field helped in refining the proposed
22 model. Mediation analysis used in this study can be traced back to the classical studies by
23 James and Brett (1984) and Baron and Kenny (1986), with diverse applications in the
24 psychology and business disciplines (Chiaburu and Byrne, 2009). Using the maximum
25 likelihood estimation in the statistical software, AMOS 21, the structural model was tested
26 for the sample of survey participants.
27
28
29
30
31

32 **Results**

33
34 The ambiguity of the constructs (Churchill, 1979; Hair et al., 2010; Podsakoff et al., 2003)
35 was minimised by replicating existing constructs that were previously validated and
36 published in top-ranking journals, thus considerably mitigating the potential problems of
37 reliability and validity (Matthews and Marzec, 2012; Nguyen et al., 2016). The exploratory
38 factor analysis (EFA) for item selection indicated that: the items were significantly loaded
39 onto the expected latent constructs without sign of cross-loading; all the factor loadings were
40 significantly above the adequate threshold level of 0.7; and the critical ratio, i.e. the factor
41 loadings divided by the standard error, was statistically significant at the 0.001 level.
42 Furthermore, the Cronbach's alpha for each factor was higher than the suggested threshold
43 value of 0.70 (ITL – 0.94; EI – 0.89; GSJ – 0.80 & JS – 0.79), indicating that the results
44 confirmed the scale reliability and internal consistency of all the items of each factor.
45
46
47

48 Since the EFA method is considered insufficient for discriminating between set of items that
49 represent distinct but correlated items, our research study proceeded with the confirmatory
50 factor analysis (CFA), that tests the extent to which a priori theoretical pattern of factor
51 loadings on the pre-specified constructs represents the actual data (Anderson and Gerbing,
52 1988). The constructs were assessed on convergent, discriminant and nomological validity.
53 For the convergent validity of constructs, all the factor loadings were greater than the
54 adequate level of 0.7, and significant at the $p < 0.01$, satisfying the adequate convergent
55
56
57
58
59
60

1
2
3 validity on the common latent constructs (Tabachnick and Fidell, 2007; Hair et al., 2010).
4 Furthermore, all the average variance extracted (AVE) from each construct was higher than
5 the recommended value of 0.50, also representing adequate convergent validity. On the other
6 hand, the composite reliability value, which is defined as the proportion of the item variance
7 attributable to the true score of any latent construct (DeVellis, 1991), for testing the construct
8 or latent variable reliability (Hair et al., 2010), was higher than the 0.7 minimum rule of
9 thumb level (Fornell and Larcker, 1981). Additionally, each construct achieved the
10 acceptable goodness-of-fit threshold value levels (Owens and Hekman, 2016). For
11 discriminant validity, the inter-correlations between different latent variables were < 0.6 . The
12 AVEs were < 0.5 , and each item loaded onto only one construct. For nomological validity,
13 the correlations among various constructs in the measurement models were theoretically
14 valid.
15
16
17

18 Means, standard deviations, and simple pairwise correlations (Pearson) between the latent
19 variables are listed in Table 1. The latent variables of TL, EI, and GSJ were significantly
20 positively correlated. The latent variable JS, however, was negatively correlated significantly
21 with the other latent variables, except with EI.
22
23
24
25
26
27
28
29
30
31
32

33 **Insert Table 1 here**
34
35
36
37
38
39
40
41
42
43

44 *Testing the Structural Mediation Model*

45 We first tested the relationship of the predictor TL with all three dependent variables (EI,
46 GSJ, and JS: TL \rightarrow EI; TL \rightarrow GSJ; TL \rightarrow JS) in the absence of any mediator, and found that
47 all these direct path coefficients were statistically significant, as shown in Table 2. This
48 shows that hypotheses 1, 2 and 3 are supported.
49
50
51
52
53
54
55

56 **Insert Table 2 here**
57
58
59
60

1
2
3
4
5
6
7
8
9 The next step was to add the mediator (EI) in the mediated path TL→ follower EI for
10 hypothesis 6. The results shown in Table 3 reveal that the mediated path TL→ followers' EI
11 is statistically significant (the standardized $\beta = 0.246$, $p < 0.001$). EI plays a role in mediating
12 the relationship between TL and GSJ. However, the results also indicate that EI did not play a
13 role in mediating the relationship between TL and JS (hypothesis 7). The results of
14 hypotheses 6 and 7 are explained further below.
15
16
17
18
19
20
21
22
23
24
25
26
27
28

Insert Table 3 here

29 For the mediation model, hypothesis 6 posited that follower EI will mediate the relationship
30 between TL and GSJ. The findings in Table 3 above show that TL has statistically significant
31 path coefficients (direct effects) with EI and GSJ separately. Similarly, EI has a statistically
32 significant path coefficient with GSJ (EI→ GSJ, the standardized $\beta = 0.273$, $p < 0.001$), thus
33 supporting hypothesis 4. As evident from the results in Table 3, when the mediator EI was
34 included in the model the total effect of TL→GSJ was reduced from $\beta = 0.432$, $p < 0.001$ to β
35 = 0.365, $p < 0.001$, thus indicating a partial mediation of EI (0.067), as evident from the path
36 coefficient table 3.
37
38
39

40 It was originally hypothesised in this study (H7) that follower EI would mediate the
41 relationship between TL and follower JS. Table 2 reported a significant relationship between
42 TL and JS (TL→ JS, the standardized $\beta = -0.108$, $p < 0.001$). However, the path coefficient
43 between EI and JS as reported in Table 3 was not statistically significant (EI→JS, the
44 standardized $\beta = -0.040$, $p > 0.10$), indicating that follower EI did not influence their JS
45 directly (hypothesis 5), and thus EI cannot play a mediating role between TL and JS, as
46 originally posited in hypothesis 7. Considering that the direct path coefficient from follower
47 GSJ to JS was statistically significant (GSJ→JS, $\beta = -0.145$, $p < 0.01$), an attempt was made
48 to add follower GSJ alongside EI in the mediation model. When the mediators EI and GSJ
49 were included in the model, the path coefficient between TL and JS was reduced from a
50 previously significant level of $\beta = -0.108$, $p < 0.01$ to an insignificant level of -0.063 , $p >$
51 0.10, indicating the full mediating role of EI and GSJ in the relationship between TL and JS.
52 The results of the overall structural equation model are represented in Figure 2.
53
54
55
56
57
58
59
60

1
2
3
4
5
6
7 **Insert Fig. 2 here**
8
9
10
11
12
13
14

15 The overall model can be represented in Figure 2, with all the values of model fitness indices
16 satisfying the threshold requirements of Hu and Bentler (1999): $\chi^2/df = 1.273$; CFI = 0.998;
17 RMSEA= 0.017; SRMR = 0.0147.
18

19 **Discussion**

20
21 In the quest for testing the mediation model, this study examined the strength and
22 significance of various relationships within the model. The relationships between TL and
23 follower EI, GSJ and JS were hypothesised and tested. Further, the relationship between
24 follower EI and GSJ and JS was also hypothesised and tested. Overall, most of the proposed
25 relationships hypothesised were supported as shown in the results section.
26
27

28 The first hypothesis, regarding a positive relationship between TL and follower EI, received
29 significant support. The conformance of this positive relationship extends the extant literature
30 by first establishing that transformational leaders, who have in-built high EI levels (Downey
31 et al., 2006, p. 251; Lam and O'Higgins, 2012; Leban and Zulauf, 2004), positively influence
32 follower EI. Secondly, this positive relationship between TL and follower EI is the essential
33 base that assists transformational leaders to help followers to be able to handle their emotions
34 effectively to deal with negative emotional events, everyday frustrations and negative moods,
35 and improve optimism and performance, as evidenced in many studies (Ashkanasy and
36 Dorris, 2017; Ashton-James and Ashkanasy 2005; Dasborough, 2006; Kafetsios et al., 2011;
37 Pirola-Merlo et al., 2002; Sy et al., 2005).
38
39
40

41 The study's main objective was to assess how follower emotional intelligence potentially
42 mediated in the instances of both affective outcome variables i.e. '*Follower Growth*
43 *Satisfaction in Job*' and '*Follower Job Stress*'. For investigating positive affective outcome
44 variable, namely GSJ, the mediation model proposed in this study included a set of twin
45 relationships: the relationship between TL and follower GSJ (Hypothesis 2) and that between
46 follower EI and followers' GSJ (Hypothesis 4). The second hypothesis, which predicted the
47 positive relationship between TL and follower GSJ, was supported and therefore corroborates
48 results of similar studies (Bartram and Casimir, 2007; Bass, 1985, Burns, 1978; Conger and
49 Kanungo, 1998; Fatima et al., 2010; House, 1977). The confirmation of this hypothesis
50 suggests that transformational leaders, through this positive relationship, guide followers
51 towards elements of GSJ by articulating an attractive vision of the future, motivating
52 followers by appealing to higher ideals and moral values, inspiring followers to perform
53
54
55
56
57
58
59
60

1
2
3 beyond expectations, and showing followers that their task is worth accomplishing (Bartram
4 and Casimir, 2007; Bass, 1985, Burns, 1978). Similarly, the fourth hypothesis, that predicted
5 positive relationship between follower EI and GSJ, was supported by the results of this study.
6 This proves that emotionally intelligent followers have the ability to form and apply efficacy
7 judgments to deal effectively with unpleasant emotions and develop pleasant emotions to
8 promote factors associated with growth satisfaction in job, as observed by Mayer and Salovey
9 (1997, p. 5). This finding is also in line with Weiss et al. (1999), who argued that positive
10 emotions are better predictors of job satisfaction.
11
12

13
14 Hypotheses 3 and 5 investigated how follower EI potentially mediated negative outcome
15 variables, namely JS. The third hypothesis predicted an inverse relationship between TL and
16 follower JS, whereas hypothesis 5 predicted that follower EI will be negatively related to
17 follower JS. The study's results supported the inverse relationship between TL and follower
18 JS, thus corroborating with earlier studies which observed that transformational leaders,
19 through their encouragement of open, inspirational and effective communication, influence
20 motivation, enthusiasm, optimism and self-confidence in followers to alleviate JS (Rafferty
21 and Griffin, 2004; Rowold and Schlotz , 2009). Interestingly, the negative relationship
22 between followers' EI and JS, as predicted by hypothesis 5, was not supported by the results
23 of this study and did not corroborate with earlier studies on the significant relationship
24 between employees' EI and JS (Bar-On et al., 2000; Ciarrochi et al., 2002; King and Gardner,
25 2006). It was assumed that the use of EI by followers may be utilised as an effective coping
26 behaviour to tackle sensitive negative feelings, as witnessed in some previous studies (Chun
27 et al., 2006; Zhao, 2014). An explanation for this result can be that EI may rather act as a
28 moderator in the stressor-JS link i.e. individuals with high EI are better able to cope with
29 stressors, thus buffering the relationship between stressors and their outcomes. Nonetheless,
30 this finding did find some support from the studies conducted by Gohm et al., (2005),
31 Newton et al., (2015) and Zhao (2014), which reported that EI was not found to significantly
32 predict JS. The lack of a negative relationship between follower EI and JS further accounts
33 for non-confirmation of hypothesis 7, that follower EI mediates the relationship between TL
34 and JS. This result indicated that follower EI may have helped followers to identify feelings
35 of stress, but their cognitive reappraisal capabilities (Bar-On, 2000; Ciarrochi et al., 2002;
36 King and Gardner, 2006) might not have been enough to alleviate it fully.
37
38
39
40
41
42

43
44 The sixth hypothesis tested the mediation of follower EI between TL and follower GSJ, and
45 the results partially supported this mediation. This important finding demonstrates that
46 transformational leaders can positively influence follower EI, which in turn is instrumental in
47 enhancing follower *Growth Satisfaction in Job*. In short, it can be understood that
48 transformational leaders create suitable workplace experiences for their followers to be able
49 to appropriately monitor their feelings and emotions and use that information to guide their
50 thinking and actions, which is characterised as emotional intelligence. The partial mediation
51 as reported in this study reveals that emotional intelligence is partly necessary for the
52 followers to have a realistic understanding about themselves and their capabilities, which can
53 be instrumental to understand their growth, development and worthwhile accomplishment in
54 their job. The finding, that follower EI partially mediates between TL and follower GSJ,
55
56
57
58
59
60

1
2
3 extends the study of Tsai et al. (2009), which observed that positive moods mediated the
4 relationship between TL and followers' affective outcomes, and at the same time expands on
5 other studies that implicitly hinted at the probability of mediation of follower EI between TL
6 and followers' affective outcomes (Jordan and Troth, 2011; Sears and Holmval, 2010; Wang
7 et al., 2005, Wong and Law, 2002).
8

9
10 Although EI did not significantly predict JS (job stress), as originally posited in hypothesis 5,
11 the already established key relationship observed in the extant literature prompted us to retain
12 JS in the model and further investigate whether EI alongside GSJ (growth satisfaction in job)
13 jointly mediated TL and JS. The rationale was twofold. Firstly, GSJ significantly predicted JS
14 in this study and, more importantly, it was evident from the results related to H5 results that
15 EI did not directly diminish the level of JS experienced in the job situation. Evidently, this
16 shows that JS is commonly present in any job situation, irrespective of the level of EI.
17 Secondly, the close association found between EI and job satisfaction in past literature
18 (Abraham, 2000, Chiva and Alegre, 2008; Kafestios and Zampetakis, 2008) clearly indicated
19 that satisfaction with growth and personal development in the job alongside EI was required
20 to mitigate job stress at workplace. Therefore, an attempt was made to add follower GSJ
21 alongside EI in the mediation model between TL and JS. Surprisingly, in combination with
22 growth satisfaction in job (GSJ), follower EI jointly mediated the relationship between TL
23 and follower JS fully. This finding gels perfectly with the studies of Happell et al. (2013) and
24 Tsigilis et al. (2004), which asserted that job dissatisfaction is a significant factor that results
25 in JS and job 'burnout'.
26
27
28
29

30 **Implications & Recommendations**

31
32 As mentioned earlier, numerous studies in the past have linked high EI levels of TL with the
33 outcomes, but virtually no study has focussed on the relationship between TL and follower EI
34 nor considered follower EI as a potential mediating variable impacting the followers'
35 affective outcomes. This study, by demonstrating the positive impact of transformational
36 leadership on follower EI to a greater extent, has found an answer to the following question:
37 what happens to followers when transformational leaders use their emotional skills to bring
38 about the desired effect in followers? Moreover, the mediating role of follower EI has greatly
39 illuminated the intervening process between transformational leadership and follower
40 affective outcomes. Additionally, by considering EI as a potential mediator between TL and
41 followers' GSJ and JS, this study has been successful in linking two prominent fields of
42 research – *transformational leadership* and *emotional intelligence*. The joint effect of follower
43 EI and GSJ revealed in this study indicates that transformational leaders, while targeting the
44 negative outcomes in followers like job stress, also need to ensure that followers are satisfied
45 with the growth prospects in their job; mere emotional skills or influence will not suffice.
46 Given that most of the previous research has focused only on leaders' emotional intelligence,
47 this study extends our understanding of how important and crucial the effects of follower
48 emotional intelligence are, in the context of transformational leadership and for both
49 enhancing followers' satisfaction and mitigating followers' job stress. Thus, the results of this
50 study inform human resource managers about the importance of followers' emotional
51 intelligence and hence encourage them to train leaders with transformational leadership skills
52
53
54
55
56
57
58
59
60

1
2
3 and qualities, which will influence followers' EI and their subsequent affective outcomes,
4 thus leading to organisational growth and development. Two major implications stem from
5 this exciting research. First, this study highlights the need for practitioners to emphasise and
6 extend the notion of follower EI for enhancing positive affective outcomes. Secondly, the
7 study establishes that the attunement of both transformational leaders' and follower EI helps
8 leaders as well as followers to guide their behaviour towards positive affective outcomes.
9
10

11 12 13 **Limitations and future scope for research**

14
15 There are certain limitations that may have affected the results in this study. First, self-report
16 bias (Donaldson and Grant-Vallone, 2002) about supervisors' TL behaviour and followers'
17 own EI assessment and collection of data from the mono-source (subordinate self-report)
18 might have impacted the results of this study. In order to eliminate self-report bias, it is
19 recommended that future studies adopt a dyadic study approach in assessing more accurately
20 the TL behaviour and EI of followers. Common method variance is a systematic error caused
21 by the shared variance among measured variables using a common method (Podsakoff,
22 MacKenzie, Lee, & Podsakoff, 2003). One solution suggested by Podsakoff and Organ
23 (1986) in order to overcome the common method bias (CMB) is to engage with different
24 respondents to answer different questions at different points in time. However, this multiple
25 source data collection approach was not possible due to resources constraint and time limit.
26 Alternatively, the survey questionnaire instrument has been designed to minimise the
27 potential problem of CMB. In this study, the construct ambiguity (Podsakoff, MacKenzie,
28 Lee, & Podsakoff, 2003) was minimised by using constructs that have previously been
29 validated and published in top ranking journals. Item wordings were pre-tested and revised,
30 with the purpose of avoiding complicated and ambiguous words that might confuse
31 respondents (Churchill & Iacobucci, 2010). Furthermore, some items were negatively worded
32 and reverse coded as cognitive speed bumps to restrain the respondent's tendency to rush
33 through answering the survey questionnaire (Hinkin, 1995). Also, items relating to each
34 factor were placed apart from each other within the survey instrument to avoid respondents
35 making connections among items of each factor, and associating the endogenous and
36 exogenous factors (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003). In the analysis stage,
37 using the Harman's single factor test with the factor analysis approach to assess the degree of
38 CMB in the data, the single factor explains only 25% of the total variance in this self-reported
39 data. This indicates that the CMB is not a concern. Furthermore, applying the approach of
40 Lindell and Whitney (2001), all the adjusted correlation coefficients remain statistically
41 significant, which also indicates that the CMB is not a serious concern in this study.
42
43
44
45
46
47
48

49 Another limitation of this study is the use of a two-item JS measure that may not have
50 captured multiple components within JS. Nonetheless, we do not consider that this affected
51 the results systematically. Third, the individual dimensions of TL and EI were not explored
52 due to the scope of this study. This limitation can be utilised as a platform for future
53 researchers to explore the impact of each of the dimensions of TL and EI on the outcome
54 variables. In this study, the mediation model was tested against one positive (GJS) and one
55
56
57
58
59
60

1
2
3 negative (JS) outcome variable only. Future studies could replicate the mediation study of
4 follower EI using various outcome variables across diverse cultural settings. Considering the
5 significant relationship between GSJ and JS, as evidenced in this study, future research could
6 treat Growth Satisfaction in Job (GSJ) as the potential mediator between TL and JS. Finally,
7 the findings of this study can be treated as indicative only as it was based on the Indian
8 context using an Indian Transformational Leadership Scale, and therefore cannot be
9 generalised across all cultures. For greater generalisation of results, it is recommended that
10 future studies test this mediation model across various cultural contexts, using TL scales that
11 are best suited to each cultural setting.
12
13
14
15
16

17 **Conclusion**

18
19 The present study provides some valuable insights into and understanding of the importance
20 of the emotional connection between TL and follower affective outcomes, such as growth
21 satisfaction in job and job stress. More specifically, this study shows that transformational
22 leaders provide positive affective workplace experiences, which enable their followers to
23 appropriately monitor their emotions, think and guide their actions and behaviour, thus
24 leading to increase in growth satisfaction in job and reduced job stress levels. By exploring
25 the mediation role of follower EI, this study has not only made great inroads into uncharted
26 territory, but has laid a strong foundation for future studies to delve into the intervening
27 emotional processes linking TL and follower affective outcomes.
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

References

- Abraham, R. (2000). The role of job control as a moderator of emotional dissonance and emotional intelligence–outcome relationships. *The Journal of Psychology, 134*(2), 169-184.
- Anderson, J. C., & Gerbing, D. W. (1988). Structural equation modeling in practice: A review and recommended two-step approach. *Psychological bulletin, 103*(3), 411.
- Antonakis, J., Avolio, B.M. & Sivasubramaniam, N. (2003) Context and leadership: an examination of the nine-factor full-range leadership theory using the Multifactor Leadership Questionnaire, *Leadership Quarterly, 14* (3), 261-295.
- Arnold, K. A., Turner, N., Barling, J., Kelloway, E. K., & McKee, M. C. (2007). Transformational leadership and psychological well-being: The mediating role of meaningful work, *Journal of Occupational Health Psychology, 12*(3), 193-203.
- Ashkanasy, N., & Dorris, A. (2017). Emotions in the Workplace. *Annual Review of Organizational Psychology and Organizational Behavior, 4*(1), 67-90.
- Ashkanasy, N. M., Härtel, C. E., & Daus, C. S. (2002). Diversity and emotion: The new frontiers in organizational behavior research. *Journal of management, 28*(3), 307-338.
- Ashkanasy, N. M., & Tse, B. (2000). *Transformational leadership as management of emotion: A conceptual review.*
- Ashforth, B. E., & Humphrey, R. H. (1995). Emotion in the workplace: A reappraisal. *Human relations, 48*(2), 97-125.
- Ashton-James, C. E., & Ashkanasy, N. M. (2005). What lies beneath? A process analysis of affective events theory. In *The effect of affect in organizational settings* (pp. 23-46). Emerald Group Publishing Limited.
- Avolio, B. J., & Bass, B. M. (2002). *Manual for the multifactor leadership questionnaire (Form 5X)*. Redwood City, CA: Mindgarden.
- Avolio, B. J., Zhu, W., Koh, W., & Bhatia, P. (2004). Transformational leadership and organizational commitment: Mediating role of psychological empowerment and moderating role of structural distance. *Journal of organizational behavior, 25*(8), 951-968.
- Bar-On, R. (2000). Emotional and social intelligence: Insights from the Emotional Quotient Inventory dissertation, Rhodes University, South Africa. Multi-Health Systems, Inc. (EQ-i). In R. Bar-On & J. D. A. Parker (Eds), *Handbook of emotional intelligence* (pp. 363-388). San Francisco: Jossey-Bass.
- Bar-On, R., Brown, J., Kirkcaldy, B., & Thome, E. (2000). Emotional expression and implications for occupational stress: An application of the emotional quotient inventory (EQ-I). *Personality and Individual Differences, 28*, 1107-1118.

- 1
2
3 Banks, G. C., McCauley, K. D., Gardner, W. L., & Guler, C. E. (2016). A meta-analytic review of
4 authentic and transformational leadership: A test for redundancy. *The Leadership*
5 *Quarterly*, 27(4), 634-652.
- 6
7 Baron, R. M., & Kenny, D. A. (1986). The moderator–mediator variable distinction in social
8 psychological research: Conceptual, strategic, and statistical considerations. *Journal of*
9 *Personality and Social Psychology*, 51(6), 1173.
- 10
11 Barbuto, J. E., & Burbach, M. E. (2006). The emotional intelligence of transformational leaders: A
12 field study of elected officials. *The Journal of social psychology*, 146(1), 51-64.
- 13
14 Barbuto Jr, J. E., & Bugenhagen, M. J. (2006). Preliminary relation between followers' locus of control and
15 organizational citizenship behaviors. *Psychological reports*, 98(3), 882-884.
- 16
17 Barling, J., Slater, F., & Kelloway, E. K. (2000). Transformational leadership and emotional
- 18
19 Teasdale, J. D., & Barnard, P. J. (1993). Affect, cognition and change. Hove: Lawrence Erlbaum.
20 Tiffany, ST (1990). 'A cognitive model of drug urges and drug-use behaviour: Role of
21 automatic and nonautomatic processes '. *Psychological Review*, 97(2), 147-168.
- 22
23 Bartram, T., & Casimir, G. (2007). The relationship between leadership and follower in-role
24 performance and satisfaction with the leader: The mediating effects of empowerment and
25 trust in the leader. *Leadership & Organization Development Journal*, 28(1), 4-19.
- 26
27 Bass, A. J. (1978). Problems in studies of sharks in the southwest Indian Ocean. *Sensory biology of*
28 *sharks, skates, and rays*. Department of the Navy, Office of Naval Research, Arlington,
29 Virginia, 545-594.
- 30
31 Bass, B. M. (1985). *Leadership and performance beyond expectations*. Collier Macmillan.
- 32
33 Bass, B. M. (1990). From transactional to transformational leadership: Learning to share the
34 vision. *Organizational dynamics*, 18(3), 19-31.
- 35
36 Bass, B. M. (1997). Does the transactional–transformational leadership paradigm transcend
37 organizational and national boundaries? *American Psychologist*, 52(2), 130.
- 38
39 Bass, B. M., & Avolio, B. J. (2000). *MLQ: Multifactor leadership questionnaire*. Mind Garden.
- 40
41 Bechara, A., Damasio, H., Damasio, A. R. (2000). Emotion, decision making and the orbitofrontal
42 cortex. *Cerebral Cortex*, 10(3), 295-307.
- 43
44 Blanchette, I., & Richards, A. (2010). The influence of affect on higher level cognition: A review of
45 research on interpretation, judgement, decision making and reasoning. *Cognition &*
46 *Emotion*, 24(4), 561-595.
- 47
48 Borges, NJ, Kirkham, K, Deardorff A S & Moore, J. (2012). Development of emotional intelligence
49 in a team-based learning internal medicine clerkship. *Medical Teacher*, 34(10), 802-806.
- 50
51 Boyatzis, R. E. (2011). Managerial and leadership competencies: A behavioral approach to emotional,
52 social and cognitive intelligence. *Vision*, 15(2), 91-100.
- 53
54 Brackett, M. A., Rivers, S. E., Reyes, M. R., & Salovey, P. (2010a). *Using emotional literacy to*
55 *improve classroom social-emotional processes*. In WT Grant / Spencer Grantees" Meeting.
56 Washington, DC.
- 57
58
59
60

- 1
2
3 Brackett, M. A., Palomera, R., Mojsa-Kaja, J., Reyes, M. R., & Salovey, P. (2010b). Emotion
4 regulation ability, burnout, and job satisfaction among British secondary school
5 teachers. *Psychology in the Schools*, 47(4), 406-417.
- 6
7 Burns, J. M. (1978). *Leadership*. New York: Harper and Row.
- 8
9 Bycio, P., Hackett, R. D., & Allen, J. S. (1995). Further assessments of Bass's (1985)
10 conceptualization of transactional and transformational leadership. *Journal of Applied*
11 *Psychology*, 80(4), 468.
- 12
13 Chen, AS, Min-dau B, & Yu-Hsiang H. (2015). "Impact of transformational leadership on
14 subordinate's EI and work performance", *Personnel Review*, 44(4), 438-453.
- 15
16 Chiaburu, D. S., & Byrne, Z. S. (2009). Predicting OCB role definitions: Exchanges with the
17 organization and psychological attachment. *Journal of Business and Psychology*, 24(2), 201-
18 214.
- 19
20 Chun, C. A., Moos, R. H., & Cronkite, R. C. (2006). Culture: A fundamental context for the stress and
21 coping paradigm. In *Handbook of multicultural perspectives on stress and coping* (pp. 29-53).
22 Springer US.
- 23
24 Chiva, R., & Alegre, J. (2008). Emotional intelligence and job satisfaction: the role of organizational
25 learning capability. *Personnel review*, 37(6), 680-701.
- 26
27 Choi, SB, Kihwan K, Ebrahim U, and Seung-Wan K. "How transformational leadership facilitates
28 innovative behavior of Korean workers: Examining mediating and moderating
29 processes." *Personnel Review* 45, no. 3 (2016): 459-479.
- 30
31 Churchill, Gilbert A. (1979). A paradigm for developing better measures of marketing constructs',
32 *Journal of Marketing Research*. 16(1), 64-73.
- 33
34 Churchill, G. & Iacobucci, D. (2010). *Marketing research: Methodological foundations* (10th ed.).
35 Mason, OH: South-Western: Cengage Learning.
- 36
37 Ciarrochi, J, Dean F. P., & Anderson, S. (2002). Emotional intelligence moderates the relationship
38 between stress and mental health. *Personality and Individual Differences*, 32(2), 197-209.
- 39
40 Conger, J. A., & Kanungo, R. N. (1988). *Charismatic leadership. The elusive factor in organizational*
41 *effectiveness*. San Francisco: Jossey-Bass.
- 42
43 Cropanzano, R., & Dasborough, M. T. (2015). Dynamic models of well-being: Implications of
44 affective events theory for expanding current views on personality and climate. *European*
45 *Journal of Work and Organizational Psychology*, 24(6), 844-847.
- 46
47 Dasborough, M. T., & Ashkanasy, N. M. (2002). Emotion and attribution of intentionality in leader-
48 member relationships. *The Leadership Quarterly*, 13(5), 615-634.
- 49
50 Deluga, R.J. (1992). The relationship of leader-member exchange with laissez-faire, transactional, and
51 transformational leadership in naval environments. In K.E. Clark, M.B. Clark & D.P.
52 Campbell (Eds.), *Impact of leadership* (pp. 237-247), Center for Creative Leadership,
53 Greensboro, NC, pp. 237-247.
- 54
55 DeVellis, R. F. (1991). *Scale development: Theory and applications*. London: Sage Publications.
- 56
57
58
59
60

- 1
2
3 Donaldson, S. I., & Grant-Vallone, E. J. (2002). Understanding self-report bias in organizational
4 behavior research. *Journal of Business and Psychology*, 17(2), 245-260.
5
6 Downey, L. A., Papageorgiou, V., & Stough, C. (2006). Examining the relationship between
7 leadership, emotional intelligence and intuition in senior female managers. *Leadership and
8 Organization Development Journal*, 27(4), 250-264.
9
10 Dubinsky, A. J., Yammarino, F. J., Jolson, M. A., & Spangler, W. D. (1995). Transformational
11 leadership: An initial investigation in sales management. *Journal of Personal Selling & Sales
12 Management*, 15(2), 17-31.
13
14 Dulewicz, V. & Higgs, M. (2004). Can Emotional Intelligence be developed? *The Int. J. of Human
15 Resource Management*, 15(1), 95-111.
16
17 Fatima, A., Imran, R., & Zaheer, A. (2010). Emotional Intelligence and job satisfaction: Moderated by
18 Transformational Leadership. *World Applied Sciences Journal*, 10 (6), 612-620.
19
20 Fazzi, G., & Zamaro, N. (2016). Exploring the interplay between leadership styles and PSM in two
21 organisational settings. *International Journal of Manpower*, 37(5), 859-877.
22
23 Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable
24 variables and measurement error. *Journal of Marketing Research*, 18(1), 39-50.
25
26 Efron, B. (1982). *The jackknife, the bootstrap and other resampling plans*. Society for industrial and
27 applied mathematics.
28
29 Gardner, L., & Stough, C. (2002). Examining the relationship between leadership and emotional
30 intelligence in senior level managers. *Leadership & Organization Development
31 Journal*, 23(2), 68-78.
32
33 Gill, A.S., Flaschner, A.B. and Shachar, M., 2006. Mitigating stress and burnout by implementing
34 transformational-leadership. *International Journal of contemporary hospitality
35 management*, 18(6), pp.469-481.
36
37 Gill, A., Flaschner, A. B., & Bhutani, S. (2010). The impact of transformational leadership and
38 empowerment on employee job stress. *Business and Economics Journal*. 3, 1-11.
39
40 Gohm, C. L., Corser, G. C., & Dalsky, D. J. (2005). Emotional intelligence under stress: Useful,
41 unnecessary, or irrelevant? *Personality and Individual Differences*, 39(6), 1017-1028.
42
43 Goleman, D. (1998). *Working with Emotional Intelligence*. London: Bloomsbury
44
45 Graen, G. B., & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of
46 leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level
47 multi-domain perspective. *The leadership quarterly*, 6(2), 219-247.
48
49 Hackman, J. R., & Oldham, G. R. (1975). Development of the job diagnostic survey. *Journal of
50 Applied Psychology*, 60(2), 159.
51
52 Hackman, J. R., & Oldham, G. R. (1980). *Work redesign*, Reading, Addison-Wesley, MA.
53
54 Hair Jr, Joseph F., William C. Black, Barry J. Babin and Rolph E. Anderson (2010). Multivariate data
55 analysis: International Version, 7 edn, Pearson, London.
56
57
58
59
60

- 1
2
3 Hassan, R.A., Fuwad, B.A. and Rauf, A.I. (2010). Pre-training motivation and the effectiveness of
4 transformational leadership training: an experiment. *Academy of Strategic Management*
5 *Journal*, 9(2),123–131.
6
7 Happell, B., Dwyer, T., Reid-Searl, K., Burke, K. J., Caperchione, C. M., & Gaskin, C. J. (2013).
8 Nurses and stress: Recognizing causes and seeking solutions. *Journal of Nursing*
9 *Management*, 21(4), 638-647.
10
11 Hatfield, E., Cacioppo, J. T., & Rapson, R. L. (1993). Emotional contagion. *Current Directions in*
12 *Psychological Science*, 2(3), 96-100.
13
14 Hinkin, T. (1995). A review of scale development practices in the study of organizations. *Journal of*
15 *Management*, 21, 967-988.
16
17 House, R.J. (1977). A 1976 theory of charismatic leadership in Leadership. In J.G. Hunt & L.L.
18 Larson (Eds), *The cutting edge* (189-207), Carbondale: Southern Illinois University Press.
19
20 Hu, L. T., & Bentler, P. M. (1999). Cut off criteria for fit indexes in covariance structure analysis:
21 Conventional criteria versus new alternatives. *Structural equation modeling: a*
22 *multidisciplinary journal*, 6(1), 1-55.
23
24 Hunt, J. G. J., Stelluto, G. E., & Hooijberg, R. (2004). Toward new-wave organization creativity:
25 Beyond romance and analogy in the relationship between orchestra-conductor leadership and
26 musician creativity. *The Leadership Quarterly*, 15(1), 145-162.
27
28 Isen, A. M., Shalcker, T. E., Clark, M., & Karp, L. (1978). Affect, accessibility of material in memory,
29 and behavior: A cognitive loop? *Journal of Personality and Social Psychology*, 36(1), 1.
30
31 James, L. R., & Brett, J. M. (1984). Mediators, moderators, and tests for mediation. *Journal of*
32 *Applied Psychology*, 69(2), 307.
33
34 Johnson, E.J., & Tversky, A. (1983). Affect, generalization, and the perception of risk. *Journal of*
35 *Personality and Social Psychology*, 45, 20- 31.
36
37 Jordan, P. J., & Troth, A. (2011). Emotional intelligence and leader member exchange: The
38 relationship with employee turnover intentions and job satisfaction. *Leadership &*
39 *Organization Development Journal*, 32(3), 260-280.
40
41 Judge, T. A., & Piccolo, R. F. (2004). Transformational and transactional leadership: A meta-analytic
42 test of their relative validity. *Journal of Applied Psychology*, 89(5), 755.
43
44 Jung, D. I., & Avolio, B. J. (2000). Opening the black box: An experimental investigation of the
45 mediating effects of trust and value congruence on transformational and transactional
46 leadership. *Journal of Organizational Behavior*, 949-964.
47
48 Kafetsios, K., & Zampetakis, L. A. (2008). Emotional intelligence and job satisfaction: Testing the
49 mediatory role of positive and negative affect at work. *Personality and individual*
50 *differences*, 44(3), 712-722.
51
52 Kafetsios, K., Nezlek, J. B., & Vassiou, A. (2011). A multilevel analysis of relationships between
53 leaders' and subordinates' emotional intelligence and emotional outcomes. *Journal of Applied*
54 *Social Psychology*, 41(5), 1121-1144.
55
56
57
58
59
60

- 1
2
3 Karim, J., & Weisz, R. (2011). Emotional intelligence as a moderator of affectivity/emotional labor
4 and emotional labor/psychological distress relationships. *Psychological Studies*, 56(4), 348-
5 359.
- 6
7 Keyes, C. L., Shmotkin, D., & Ryff, C. D. (2002). Optimizing well-being: The empirical encounter of
8 two traditions. *Journal of Personality and Social Psychology*, 82(6), 1007-1022.
- 9
10 Kim, H. and Kim, T., 2017. Emotional Intelligence and Transformational Leadership: A Review of
11 Empirical Studies. *Human Resource Development Review*, 16(4), pp.377-393.
- 12
13 King, M., & Gardner, D. (2006). Emotional intelligence and occupational stress among professional
14 staff in New Zealand. *International Journal of Organizational Analysis*, 14(3), 186-203.
- 15
16 Kovács, Gyöngyi and Karen M. Spens (2005). Abductive reasoning in logistics research.
17 *International Journal of Physical Distribution & Logistics Management*, 35(2), 132 – 144.
- 18
19 Lam, C. S., & O'Higgins, E. R. (2012). Enhancing employee outcomes: The interrelated influences of
20 managers' emotional intelligence and leadership style. *Leadership and Organization
21 Development Journal*, 33(2), 149-174.
- 22
23 Law, K. S., Wong, C. S., & Song, L. J. (2004). The construct and criterion validity of emotional
24 intelligence and its potential utility for management studies. *Journal of Applied
25 Psychology*, 89(3), 483-496.
- 26
27 Leban, W., & Zulauf, C. (2004). Linking emotional intelligence abilities and transformational
28 leadership styles. *Leadership & Organization Development Journal*, 25(7), 554-564.
- 29
30 Lerner, J. S., & Keltner, D. (2000). Beyond valence: Toward a model of emotion-specific influences
31 on judgement and choice. *Cognition & emotion*, 14(4), 473-493.
- 32
33 Lindell, M. & Whitney, D. (2001). Accounting for common method variance in cross-sectional
34 research designs. *Journal of Applied Psychology*, 86, 114-121.
- 35
36 Liu, J., Siu, O.-L., & Shi, K. (2010). Transformational leadership and employee well-being: The
37 mediating role of trust in the leader and self-efficacy. *Applied Psychology: An International
38 Review*, 59(3), 454-479.
- 39
40 Macik-Frey, M. (2007). *Communication-centered approach to leadership: The relationship of
41 interpersonal communication competence to transformational leadership and emotional
42 intelligence*. The University of Texas at Arlington.
- 43
44 MacKinnon, D. P., Lockwood, C. M., & Williams, J. (2004). Confidence limits for the indirect effect:
45 Distribution of the product and resampling methods. *Multivariate Behavioral
46 Research*, 39(1), 99-128.
- 47
48 Mayer, J. D., & Salovey, P. (1997). What is emotional intelligence? In D. J. Sluyter (Ed.), *Emotional
49 development and emotional intelligence: Educational implications* (pp. 3–34). New York,
50 NY: Basic Books.
- 51
52 MacCann, C., Fogarty, G. J., Zeidner, M., & Roberts, R. D. (2011). Coping mediates the relationship
53 between emotional intelligence (EI) and academic achievement. *Contemporary Educational
54 Psychology*, 36(1), 60-70.
- 55
56
57
58
59
60

- 1
2
3 Matthews, R. L., & Marzec, P. E. (2012). Social capital, a theory for operations management: A
4 systematic review of the evidence. *International Journal of Production Research*, 50(24),
5 7081-7099.
- 6
7 Mayer, J.D., Caruso, D., & Salovey, P. (2000), *Selecting a measure of emotional intelligence: The*
8 *case for ability scales*. In R. Bar-On & J.D.A. Parker (Eds.), *The handbook of emotional*
9 *intelligence*, New York: Jossey-Bass.
- 10
11 McColl-Kennedy, J. R., & Anderson, R. D. (2002). Impact of leadership style and emotions on
12 subordinate performance. *The Leadership Quarterly*, 13(5), 545-559.
- 13
14 Meisler, G. & Vigoda-Gadot, E., 2014. Perceived organizational politics, emotional intelligence and
15 work outcomes: empirical exploration of direct and indirect effects. *Personnel Review*, 43(1),
16 pp.116-135.
- 17
18 Mesu, J., Sanders, K., & Riemsdijk, M. V. (2015). Transformational leadership and organisational
19 commitment in manufacturing and service small to medium-sized enterprises: The
20 moderating effects of directive and participative leadership. *Personnel Review*, 44(6), 970-
21 990.
- 22
23 Mhatre, K. H., & Riggio, R. E. (2014). Charismatic and transformational leadership: Past, present,
24 and future. *The Oxford handbook of leadership and organizations*, 221-240.
- 25
26 Mikolajczak, M., Luminet, O., & Menil, C. (2006). Predicting resistance to stress: Incremental
27 validity of trait emotional intelligence over alexithymia and optimism. *Psicothema*,
28 18(Suplemento), 79-88.
- 29
30 Motowidlo, S. J., Packard, J. S., & Manning, M. R. (1986). Occupational stress: Its causes and
31 consequences for job performance. *Journal of Applied Psychology*, 71(4), 618.
- 32
33 Nemanich, L. A., & Keller, R. T. (2007). Transformational leadership in an acquisition: A field study
34 of employees. *The Leadership Quarterly*, 18(1), 49-68.
- 35
36 Newton, C., Teo, S.T., Pick, D., Ho, M. and Thomas, D., 2016. Emotional intelligence as a buffer of
37 occupational stress. *Personnel Review*, 45(5), 1010-1028.
- 38
39 Nguyen, D. H., de Leeuw, S., & Dullaert, W. E. H. (2018). Consumer behaviour and order fulfilment
40 in online retailing: A systematic review. *International Journal of Management Reviews*,
41 20(2), 255-276.
- 42
43 Owens, B. P., & Hekman, D. R. (2016). How does leader humility influence team performance?
44 Exploring the mechanisms of contagion and collective promotion focus. *Academy of*
45 *Management Journal*, 59(3), 1088-1111.
- 46
47 Pirola-Merlo, A., Härtel, C., Mann, L., & Hirst, G. (2002). How leaders influence the impact of
48 affective events on team climate and performance in R&D teams. *The Leadership*
49 *Quarterly*, 13(5), 561-581.
- 50
51 Podsakoff, P. & Organ, D. (1986). Self-reports in organizational research: Problems and prospects.
52 *Journal of Management*, 12, 531-544.
- 53
54 Podsakoff, P. M., MacKenzie, S. B., Moorman, R. H., & Fetter, R. (1990). Transformational leader
55 behaviors and their effects on followers' trust in leader, satisfaction, and organizational
56 citizenship behaviors. *The Leadership Quarterly*, 1(2), 107-142.
- 57
58
59
60

- 1
2
3 Podsakoff, P., MacKenzie, S., Lee, J., & Podsakoff, N. (2003). Common method biases in behavioral
4 research: A critical review of the literature and recommended remedies. *Journal of Applied*
5 *Psychology*, 88, 879-903.
- 6
7 Polychroniou, P. V. (2009). Relationship between emotional intelligence and transformational
8 leadership of supervisors: The impact on team effectiveness. *Team Performance*
9 *Management: An International Journal*, 15(7/8), 343-356.
- 10
11 Rafferty, A. E., & Griffin, M. A. (2004). Dimensions of transformational leadership: Conceptual and
12 empirical extensions. *The Leadership Quarterly*, 15(3), 329-354.
- 13
14 Rindfleisch, A., Malter, A. J., Ganesan, S., & Moorman, C. (2008). Cross-sectional versus
15 longitudinal survey research: Concepts, findings, and guidelines. *Journal of Marketing*
16 *Research*, 45(3), 261-279.
- 17
18 Rowold, J., & Schlotz, W. (2009). Transformational and transactional leadership and followers'
19 chronic stress. *Leadership Review*, 9(1), 35-48.
- 20
21 Salas-Vallina, A., Salas-Vallina, A., López-Cabrales, Á., López-Cabrales, Á., Alegre, J., Alegre, J.,
22 Fernández, R. and Fernández, R., 2017. On the road to happiness at work (HAW)
23 Transformational leadership and organizational learning capability as drivers of HAW in a
24 healthcare context. *Personnel Review*, 46(2), pp.314-338.
- 25
26 Salovey, P., & Mayer, J. D. (1990). Emotional intelligence. *Imagination, Cognition and Personality*,
27 9(3), 185-211.
- 28
29 Savery, L.K. and Luks, J.A. (2001), "The relationship between empowerment, job satisfaction, and
30 reported stress levels: some Australian evidence", *Leadership and Organization Development*
31 *Journal*, Vol. 22 No. 3, pp. 97-105.
- 32
33 Schriesheim, C. A., Castro, S. L., Zhou, X. T., & DeChurch, L. A. (2006). An investigation of path-
34 goal and transformational leadership theory predictions at the individual level of analysis. *The*
35 *Leadership Quarterly*, 17(1), 21-38.
- 36
37 Sears, G. J., & Holmvall, C. M. (2010). The joint influence of supervisor and subordinate emotional
38 intelligence on leader-member exchange. *Journal of Business and Psychology*, 25(4), 593-
39 605.
- 40
41 Sellakumar, G.K. (2017). Efficacy of behavioural interventions in the development of emotional
42 intelligence among paramedical students. *Journal of Psychological and Educational Research*
43 *J*, 25 (1), 49-64.
- 44
45 Shamir, B., House, R. J., & Arthur, M. B. (1993). The motivational effects of charismatic leadership:
46 A self-concept theory. *Organization Science*, 4(4), 577-594.
- 47
48 Shi, J., & Wang, L. (2007). Validation of emotional intelligence scale in Chinese university
49 students. *Personality and Individual Differences*, 43(2), 377-387.
- 50
51 Singh, N., & Krishnan, V. R. (2007). Transformational leadership in India developing and validating a
52 new scale using grounded theory approach. *International Journal of Cross Cultural*
53 *Management*, 7(2), 219-236.
- 54
55 Sivanathan, N., & Cynthia Fekken, G. (2002). Emotional intelligence, moral reasoning and
56 transformational leadership. *Leadership & Organization Development Journal*, 23(4), 198-
57 204.

- 1
2
3 Strack, F., Schwarz, N., & Gschneidinger, E. (1985). Happiness and reminiscing: The role of time
4 perspective, affect, and mode of thinking. *Journal of personality and social*
5 *psychology*, 49(6), 1460.
- 6
7 Sy, T., Côté, S., & Saavedra, R. (2005). The contagious leader: Impact of the leader's mood on the
8 mood of group members, group affective tone, and group processes. *Journal of Applied*
9 *Psychology*, 90(2), 295.
- 10
11 Tabachnick, B., & Fidell, L. (2007). Using multivariate statistics (5th ed.). Boston, MA: Pearson
12 Education.
- 13
14 Tickle, E. L., Brownlee, J., & Nailon, D. (2005). Personal epistemological beliefs and
15 transformational leadership behaviours. *Journal of Management Development*, 24(8), 706-
16 719.
- 17
18 Tsai, W. C., Chen, H. W., & Cheng, J. W. (2009). Employee positive moods as a mediator linking
19 transformational leadership and employee work outcomes. *The International Journal of*
20 *Human Resource Management*, 20(1), 206-219.
- 21
22 Tsaousis, I., & Nikolaou, I. (2005). Exploring the relationship between emotional intelligence and
23 physical and psychological health. *Stress and Health*, 21(2), 77-86.
- 24
25 Tsigilis, N., Koustelios, A., & Togia, A. (2004). Multivariate relationship and discriminant validity
26 between job satisfaction and burnout. *Journal of Managerial Psychology*, 19(7), 666-675.
- 27
28 Tugade, M. M., & Fredrickson, B. L. (2007). Regulation of positive emotions: Emotion regulation
29 strategies that promote resilience. *Journal of Happiness Studies*, 8(3), 311-333.
- 30
31 Tung, F. C., & Tung, F. C. (2016). Does transformational, ambidextrous, transactional leadership
32 promote employee creativity? Mediating effects of empowerment and promotion
33 focus. *International Journal of Manpower*, 37(8), 1250-1263.
- 34
35 Yuan, L., Yuan, L., Xiao, S., Xiao, S., Li, J., Li, J & Ning, L. (2016). Leader-member exchange
36 differentiation and team member performance: The moderating role of the perception of
37 organisational politics. *International Journal of Manpower*, 37(8), 1347-1364.
- 38
39 Wang, H., Law, K. S., Hackett, R. D., Wang, D., & Chen, Z. X. (2005). Leader-member exchange as
40 a mediator of the relationship between transformational leadership and followers'
41 performance and organizational citizenship behavior. *Academy of Management*
42 *Journal*, 48(3), 420-432.
- 43
44 Wang, X. H. F., & Howell, J. M. (2012). A multilevel study of transformational leadership,
45 identification, and follower outcomes. *The Leadership Quarterly*, 23(5), 775-790.
- 46
47 Weiss, H. M., & Cropanzano, R. (1996). Affective events theory: A theoretical discussion of the
48 structure, causes and consequences of affective experiences at work, *Research in*
49 *Organizational Behavior*, 18, 1-74.
- 50
51 Weiss, H. M., Nicholas, J. P., & Daus, C. S. (1999). An examination of the joint effects of affective
52 experiences and job beliefs on job satisfaction and variations in affective experiences over
53 time. *Organizational behavior and human decision processes*, 78(1), 1-24.
- 54
55 Wong, C. S., & Law, K. S. (2002). The effects of leader and follower emotional intelligence on
56 performance and attitude: An exploratory study. *The Leadership Quarterly*, 13(3), 243-274.
- 57
58
59
60

1
2
3 Wright, W.F., & Bower, G.H. (1992). Mood effects on subjective probability assessment.
4 *Organizational Behavior and Human Decision Processes*, 52, 276-291.

5
6 Zajonc, R. B. (1980). Feeling and thinking: Preferences need no inferences. *American*
7 *Psychologist*, 35(2), 151.

8
9 Zeidner, M., Matthews, G., Roberts, R. D., & MacCann, C. (2003). Development of emotional
10 intelligence: Towards a multi-level investment model. *Human development*, 46(2-3), 69-96.

11
12 Zhao, J. L. (2014). 'Feel-good' factors at work: A study of the roles of positive affectivity and
13 individualism as moderators of the relationship between emotional intelligence and work
14 well-being'. (Unpublished doctoral dissertation). University of Sydney Business School
15 Sydney.

16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Personnel Review

Table 1 Descriptive statistics and the pairwise correlations between the latent variables

Variable	M	SD	1	2	3
1 Transformational leadership	2.68	0.68	–		
2 Emotional intelligence	5.46	0.78	0.25***	–	
3 Growth satisfaction of job	5.10	1.11	0.43***	0.36***	–
4 Job stress	3.04	1.02	–0.11***	–0.05	–0.15***

N = 908; *** $p \leq 0.01$; ** $p \leq 0.05$

Table 2 Standardized regression estimate of the path coefficients

	Estimate
EI ← TL	0.246***
G SJ ← TL	0.432***
JS ← TL	–0.108***

N = 908; *** $p \leq 0.01$; ** $p \leq 0.05$

TL: transformational leadership; EI: emotional intelligence; G SJ: growth satisfaction of job; JS: job stress.

Table 3: Standardized regression estimate of the path coefficients, total, direct and indirect effects

	Estimate	Total effects	Direct effects	Indirect effects
EI ← TL	0.246***	0.246	0.246	
G SJ ← TL	0.365***	0.432	0.365	0.067
G SJ ← EI	0.273***	0.273	0.273	
JS ← G SJ	–0.145***	–0.145	–0.145	
JS ← TL				–0.063
JS ← EI				–0.040

N = 908; *** $p \leq 0.01$; ** $p \leq 0.05$ for the estimate.

TL: transformational leadership; EI: emotional intelligence; G SJ: growth satisfaction in job; JS: job stress

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29
30
31
32
33
34
35
36
37
38
39
40
41
42
43
44
45
46
47
48
49
50
51
52
53
54
55
56
57
58
59
60

Fig. 1 Proposed mediation model

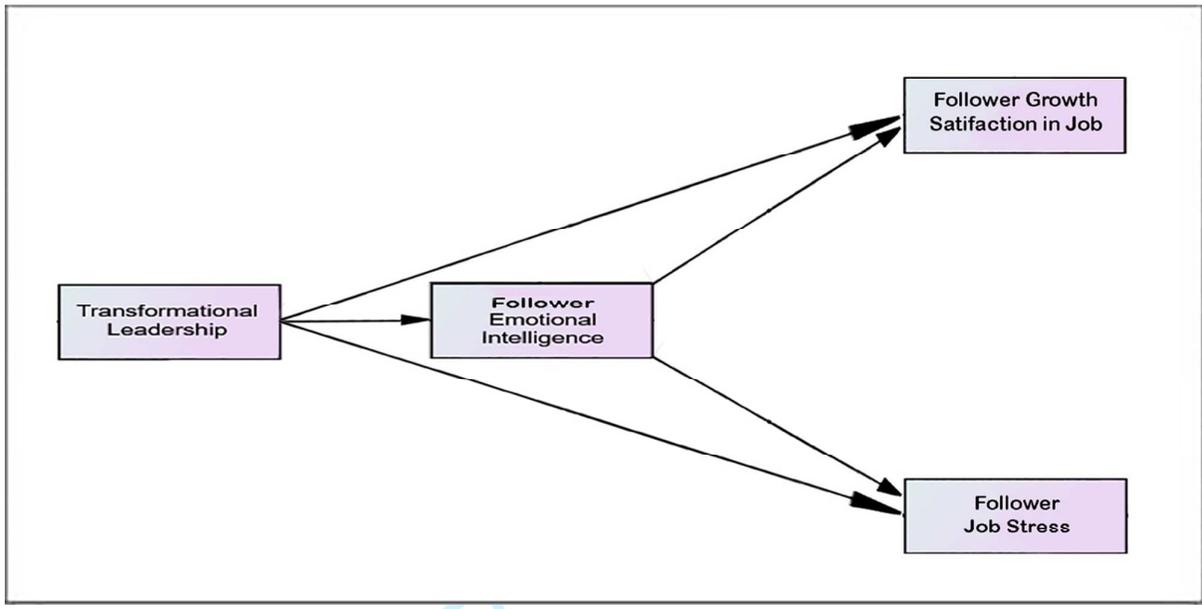


Fig. 2 Results of overall structural equation model

