**KEY FACTORS INFLUENCING LEADERSHIP EFFECTIVENESS IN DIVERSE WORKPLACES IN FUZHOU CITY, FUJIAN PROVINCE, CHINA**

YAOSHENG CHEN

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE OF
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ABSTRACT

The cultural and economic landscape of Fuzhou City in Fujian Province, China, is rich and diverse. Management effectiveness and emotional intelligence in diverse workplaces in Fuzhou City, Fujian Province, China, have been the subject of related research. The significance of emotional intelligence in fostering a productive workplace is a topic of great importance, as it enables individuals to recognize, understand, and manage their own emotions, as well as those of others (Kargeti, 2021). Additionally, leadership effectiveness is influenced by emotional intelligence dimensions, including self-awareness, self-regulation, motivation, empathy, and social skills (Tian, 2022). The aims of this study, therefore, were to investigate the factors influencing leadership effectiveness based on five aspects: demographic factors, emotional intelligence, cultural diversity within the organization, communication strategies, and leadership styles. The quantitative method was applied. Descriptive statistics, including frequency, percent frequency, the arithmetic mean, and the standard deviation, were used to analyze the data collected from the questionnaires. The researcher tests the hypothesis using suitable inferential statistical methods, specifically the independent samples t-test, the one-way ANOVA, and the multiple linear regression analysis. The results obtained from the study indicate that differences in marital status, age, educational level, monthly income, and working experiences generate differences in leadership effectiveness. Based on the multiple linear regression analysis, all aspects of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills); cultural diversity in organizations (diversity, equity, inclusion, and belonging); communication strategies (awareness and understanding, communication quality, accessibility, and employee engagement); and leadership styles (decision-making leadership styles, everyday leadership styles, beyond everyday-work leadership styles, and values-based leadership styles) have a positive impact on leadership effectiveness.

Keywords: Emotional Intelligence, Cultural Diversity in Organizations, Communication Strategies, Leadership Styles, Leadership Effectiveness, Fuzhou City

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CHAPTER I
INTRODUCTION

1.1 Background and Statement of the Problem

In today's rapidly evolving business landscape, characterized by heightened complexity and relentless change, the demand for adept management is more pronounced than ever. As organizations grapple with the challenges presented by an increasingly interconnected and technologically advanced world, the need to adapt and evolve management practices becomes a paramount concern (Drejer et al., 2014; BAGU et al., 2011). This adaptation is not just about embracing technological advancements but also involves a nuanced understanding of the human aspects of technology and management. In particular, the complexity and diversity inherent in modern business environments demand a managerial approach that is both agile and responsive, capable of swiftly adapting to the shifting needs of the market and a diverse range of stakeholders (Hamilton, 2012).

Effective leadership and robust management skills have emerged as critical tools for navigating through this unpredictable and continuously shifting environment. The current business climate necessitates managers who are not only capable of maintaining organizational stability but also adept at identifying and capitalizing on opportunities presented by the rapidly changing market conditions and the increasingly diverse needs of the workforce (Wael, 2018). This is especially true in the context of rapidly urbanizing cities like Fuzhou, where the fusion of historical richness and modern economic development creates a unique backdrop for such studies. Fuzhou City, in Fujian Province, China, exemplifies these challenges and opportunities. Its transformation from a city with deep historical roots into a bustling modern business hub underscores the need for management practices that are not only effective but also cognizant of the cultural and economic diversity inherent in such urban settings. The city's growth and diversification reflect a broader global trend towards multicultural, multifaceted work environments, where management strategies must continuously evolve to keep pace with the dynamic nature of these changes. In Fuzhou, the intersection of traditional cultural values and modern business practices provides a

distinctive setting to explore how emotional intelligence and effective management strategies can be harnessed to navigate and leverage this diversity.

In management, the role of emotional intelligence (EI) is pivotal, particularly in the context of managing diverse teams. Managers who possess high levels of EI are adept at recognizing, understanding, and regulating not only their own emotions but also those of their team members (Kargeti, 2023). This capability is fundamental in fostering empathy within the team, resolving conflicts effectively, and cultivating a harmonious workplace environment (Agarwal et al., 2023). Moreover, EI enables managers to build strong, trusting relationships with their colleagues and superiors, contributing to a more inclusive and supportive work atmosphere (Ekaterina, 2023). Such emotionally intelligent leaders often report higher levels of job satisfaction and are successful in engaging their employees, as they can inspire and motivate their teams effectively (Ugoani, 2021). EI also plays a critical role in human resource management, enhancing conflict resolution skills and fostering a positive work environment, which is crucial for organizational success (Zhang & Adegbola, 2022). Leaders who effectively blend EI with engaged interaction and strategic flexibility find themselves better equipped to build cohesive teams and optimize operational efficiency. In the diverse and multifaceted work environment of Fuzhou, managers encounter a range of challenges stemming from cultural, linguistic, and demographic diversity. These challenges are not limited to coordinating technical processes and routines but also extend to sharing information, generating knowledge, managing a workforce with diverse cultural backgrounds, and exercising effective leadership (Alla, 2023). To navigate these complexities, managers need to have a strong foundation in emotional intelligence (EI), which is pivotal in helping them understand and regulate their own emotions as well as the emotions of others, becoming increasingly important in a workplace characterized by diversity. It plays a significant role in enhancing communication, building relationships, and fostering an inclusive atmosphere that values intercultural competence (Orlando, 2022). Thus, for managers in the culturally rich and dynamic settings of Fuzhou, developing and honing their EI skills is crucial. This development not only aids in tackling the challenges posed by a diverse workforce but also contributes to cultivating an inclusive, respectful, and harmonious work environment.

1.2 Research Questions

The research questions are as follows:

(1) What is the impact of a leader's emotional intelligence on team performance and employee satisfaction in Fuzhou City's culturally diverse workplaces? This question explores the relationship between a leader's emotional intelligence (including aspects such as empathy, self-awareness, and social skills) and key outcomes like team performance and employee satisfaction in a diverse work environment.

(2) How does cultural diversity in an organization influence conflict resolution and decision-making processes among leaders managing culturally diverse teams in Fuzhou City? This question examines the role of emotional intelligence in resolving conflicts and making decisions effectively within the context of cultural diversity in Fuzhou City's business environment.

(3) Which communication strategies are most effective for enhancing communication and collaboration in Fuzhou City's diverse workplaces? This question seeks to identify and assess the specific emotional intelligence strategies that leaders can employ to improve communication and collaboration in a workplace characterized by cultural diversity.

1.3 Research Objectives

(1) To investigate the influence of demographic factors on leadership effectiveness.

(2) To examine the influence of emotional intelligence on leadership effectiveness: Assess how emotional intelligence impacts a leader's ability to effectively manage teams that are culturally and demographically diverse, focusing on the context of Fuzhou City.

(3) To scrutinize the influence of cultural diversity in organizations on leadership effectiveness.

(4) To inquire about the influence of communication strategies on leadership effectiveness

(5) To explore the influence of leadership style on leadership effectiveness

(6) To investigate the influence of emotional intelligence, cultural diversity in organizations, communication strategies, and leadership style on leadership effectiveness

1.4 Research Framework

Independent Variables   Dependent Variables
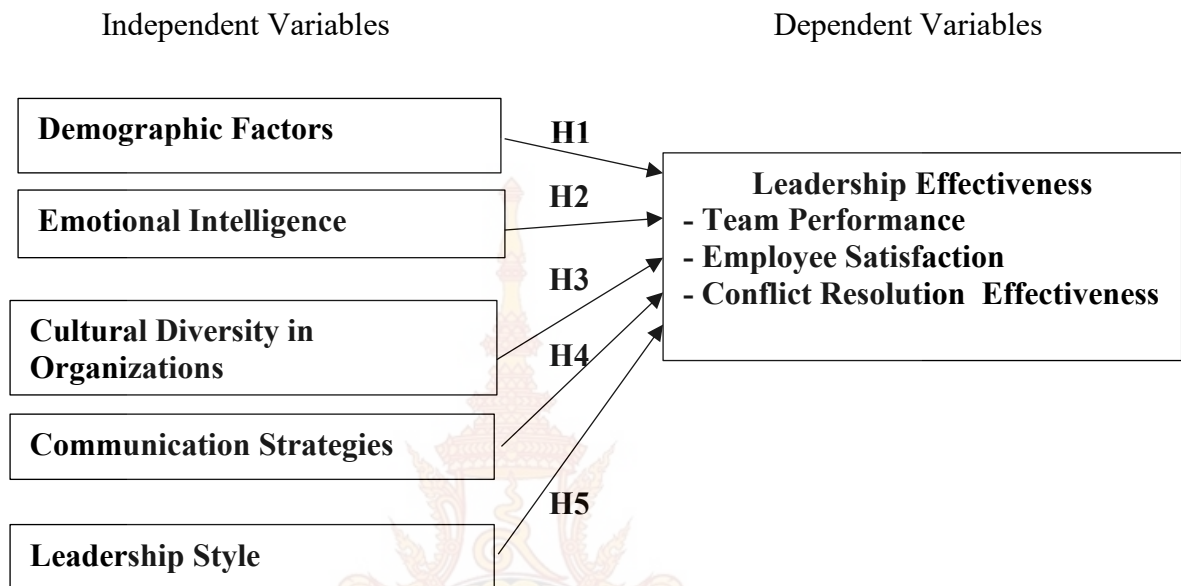
Figure 1.1 Research Framework

1.5 Research Hypothesis

The research hypotheses derived from the stated objectives are as follows:

H_1: Differences in demographic factors generate differences in leadership effectiveness in diverse workplaces in Fuzhou City.

H_2: Emotional intelligence influences leadership effectiveness in diverse workplaces in Fuzhou City.

H_3: Cultural diversity in organizations influences leadership effectiveness in diverse workplaces in Fuzhou City.

H_4: The influence of communication strategies on leadership effectiveness in diverse workplaces in Fuzhou City.

H_5: Leadership styles' influences on leadership effectiveness in diverse workplaces in Fuzhou City.

H_6: Emotional intelligence, cultural diversity in organizations, communication strategies, and leadership styles' influence on leadership effectiveness in diverse workplaces in Fuzhou City.

1.6 Scope of the Research Study

The research encompasses a data collection period spanning approximately one month, from July 1st to 31st, 2024. The advanced statistical program analyzed this data. The research was completed in November 2024.

1.7 Definitions of Key Terms

Emotional Intelligence (EI): The ability to understand and manage one's own emotions and to recognize, interpret, and respond to the emotions of others. In this thesis, the influence of this concept on leadership effectiveness within diverse workplace environments is explored.

Leadership Effectiveness: Refers to a leader's capacity to achieve organizational goals, effectively manage diverse teams, and positively influence team members. This study evaluates leadership effectiveness by examining factors such as team performance, employee satisfaction, and conflict resolution.

Team Performance: The level of effectiveness and efficiency with which a team meets its objectives. This thesis examines how leadership, influenced by emotional intelligence, affects the performance of teams in diverse work environments.

Employee Satisfaction: The extent to which employees feel content and valued in their workplace. The study examines the relationship between emotionally intelligent leadership and employee satisfaction in diverse work environments.

Diverse Workplaces: Work environments characterized by a variety of demographic, cultural, and experiential backgrounds among employees. In this context, the thesis examines the role of emotionally intelligent leadership in managing and leveraging workplace diversity.

1.8 Significance of Research

The thesis "The Influence of Emotional Intelligence, Cultural Diversity in Organization, and Communication Strategies on Leadership Effectiveness in Diverse Workplaces in Fuzhou City, Fujian Province, China" offers several significant contributions to academic knowledge and practical understanding in the fields of management, organizational behavior, and emotional intelligence:

(1) Enhanced Understanding of Emotional Intelligence in Leadership: The study offers empirical insights into how various aspects of emotional intelligence, including self-awareness, empathy, and social skills, directly impact leadership effectiveness in culturally diverse workplace settings. This enriches the existing literature on emotional intelligence by linking it with practical leadership outcomes in a specific geographical and cultural context.

(2) Cultural Diversity Management in the Workplace: By focusing on Fuzhou City, the research offers a unique perspective on managing cultural diversity within Chinese workplaces. It contributes to a deeper understanding of how cultural factors influence leadership dynamics and team interactions in a rapidly globalizing business environment.

(3) Empirical Data on Leadership Effectiveness: The study generates new empirical data on the relationship between leadership styles, emotional intelligence, and workplace outcomes, including team performance, employee satisfaction, and conflict resolution effectiveness. This data can inform future theories and models in leadership research.

(4) Practical Implications for Business Leaders and HR Practitioners: The study's findings have practical implications for business leaders and HR practitioners, particularly in enhancing leadership training and development programs. Insights from the research can inform the development of strategies to enhance emotional intelligence competencies among leaders in diverse organizational contexts.

(5) Policy Development and Organizational Strategy: The research has the potential to influence policy-making and strategic planning within organizations. By demonstrating the importance of emotional intelligence in managing diverse teams effectively, organizations can be encouraged to prioritize it in their recruitment, training, and organizational culture development.

(6) Filling Research Gaps: This study addresses a gap in the current research by focusing on the intersection of emotional intelligence and cultural diversity in leadership within the specific context of Fuzhou City. This contributes to a more nuanced understanding of leadership effectiveness in different cultural and organizational settings.

(7) Foundation for Future Research: The findings provide a basis for future research in related areas, encouraging further exploration of how emotional intelligence can be developed and leveraged in diverse workplace environments. It also opens up avenues for comparative studies in different geographical and cultural contexts.

(8) Seeks to Identify the Critical Aspects of Emotional Intelligence: It may play a crucial role in enhancing workplace communication and fostering collaboration in diverse workplace settings. If implemented, the study will aim to identify specific elements of EI that could potentially enhance these fundamental aspects of teamwork. The findings, if realized, could offer practical guidance for leaders, enabling them to develop and leverage these critical aspects of EI to facilitate better communication and collaboration among their teams.

(9) Explore the Relationship Between Emotional Intelligence and Team Dynamics: The study aims to identify correlations between a leader's emotional intelligence and key team dynamics within diverse work environments. The insights generated from this study, if conducted, would be valuable for understanding how a leader's EI might positively influence team dynamics, ultimately leading to improved outcomes.

CHAPTER II
LITERATURE REVIEWS

2.1 Related Theories

2.1.1 Emotional Intelligence

2.1.1.1 Overview of Emotional Intelligence

Platsidou (2004) states that individual types of intelligence have been studied from time to time and are summarized in 3 general categories, that is, abstract intelligence (the ability to understand and manipulate verbal information and mathematical advisors), practienomsin (the ability to understand and handle specific objects), and social skills (the ability to understand and manage human relationships). The first 2 categories are the categories that most past and present theories of intelligence attempt to interpret and measure, such as the Primary Factor Theory (Thurstone, 1938), the Theory of Fluid and Crystallized Intelligence (Cattel, 1971), the Ternary Theory (Sternberg, 1985), and the Multiple Intelligence Theory (Gardner, 1983). The third category of social intelligence, as the ability one has to understand men and women, and boys and girls, and to handle human relationships wisely, was defined by Thorndike (1920).

Wechsler (1940) described the influence of non-mental factors on mental behavior and found that our models of intelligence will not be complete until we can describe these factors, while Sternberg's Theory (1966) refers to the "Intelligence of Success", which concerns the individual's ability to adapt to the environment and adapt his needs and abilities to the environment to complete his personal goals. Gardner (1983), in "Frames of Mind: The Theory of Multiple Intelligences", introduced the theory of multiple intelligences, where he included 2 new dimensions of intelligence: interpersonal intelligence (the ability to understand someone's moods, motivations, desires, and feelings of other people) and intrapersonal intelligence (the ability to understand oneself and to appreciate one's feelings, moods, desires, and motives). It would be remiss not to mention that the term "emotional intelligence" was used in psychiatry by Leuner (1966), while two decades later Payne (1986) employed experts in his doctoral thesis, "A Study of Emotion: Developing Emotional Intelligence," and

finally, Greenspan (1989) proposed an EI model, followed later by Salovey and Mayer (1990), Goleman (1995), and Bar-On (1997).

2.1.1.1.1 Salovey & Mayer Theory of Emotional Intelligence

Salovey and Mayer (1990) define emotional intelligence as "a type of social intelligence, which includes the ability to monitor your own and others' emotions, the ability to distinguish between them, and the ability to use information from them to control your thoughts and actions." Mayer and Salovey (1993) state that emotional intelligence is defined as "a form of social intelligence that includes the ability to understand one's own and other people's emotions, to make subtle distinctions between different emotions, and to use this information to guide one's thoughts and behavior accordingly or to feedback emotions." They also state that emotional intelligence consists of five main areas: the knowledge of our emotions, the control of emotions, self-motivation, recognizing the feelings of others, and the management of relationships, or the ability to handle the emotions of others. Mayer and Salovey (1995) define emotional intelligence as "the ability to accurately and efficiently process emotional information related to the recognition, reproduction, and regulation of emotion in ourselves and others". Mayer and Salovey (1997) revised emotional intelligence to state that it is "the ability to perceive, express, and evaluate emotion; to recall emotions when they facilitate thinking; to understand and use emotional knowledge; and to manage emotions to promote emotional and intellectual development," as well as "a field of non-cognitive abilities, skills, and experiences that affect a person's ability to cope with the difficulties, pressures, and demands of their environment." Mayer et al. (2004) define emotional intelligence as "the ability to direct the emotional reactions of others to various events correctly and to be able to intervene in their feelings appropriately."

2.1.1.1.2. Goleman's Theoretical Model of Emotional Competence

Goleman (1995) states that there are two types of intelligence: intellectual intelligence and emotional intelligence. Both types of intelligence reflect the activity of distinct brain centers. According to Cole and Cole (2002), intellectual intelligence is based solely on the function of the neurocortex, the most recently developed parts of the brain, while emotional intelligence is based on the emotional centers located in deeper areas of the oldest subcortex, which centers work in coordination with the

intellectual centers. Goleman defines the concept of emotional intelligence as "a group of abilities that refer to self-control, zeal, persistence, motivation, impulse control, restraint, managing moods, avoiding the influence of emotions on the thought process, hope, and encouragement." In his groundbreaking 1995 book, "Emotional Intelligence: Why It Can Matter More than IQ," he challenges the conventional view of intelligence. He argues that our understanding of human intelligence is too narrow, focusing primarily on cognitive abilities measured by IQ. He states that a high IQ does not guarantee happiness in life; the educational process in our educational institutions focuses attention on academic skills and ignores emotional intelligence, which has unlimited importance for our destiny (Goleman, 1995).

Goleman introduces the concept of emotional intelligence, which encompasses a range of crucial abilities that significantly impact our lives. Goleman broadened Mayer and Salovey's four-branch system to incorporate five essential elements of emotional intelligence (EQ). Here are the key points from Goleman's theory.

(1) Emotional Self-Awareness — knowing what one is feeling at any given time and understanding the impact those moods have on others.

(2) Self-regulation — controlling or redirecting one's emotions; anticipating consequences before acting on impulse.

(3) Motivation — utilizing emotional factors to achieve goals, enjoy the learning process, and persevere in the face of obstacles.

(4) Empathy — sensing the emotions of others.

(5) Social Skills — managing relationships, inspiring others, and inducing desired responses from them.

Goleman (1998a) states that our path in life is determined by the balanced development of both types of intelligence, as the intellectual dimension does not ensure success in humans when the emotional domain is not equally developed. He defines emotional intelligence as a range of abilities and skills. He proposes to interpret emotional intelligence as "the ability of the individual to recognize the emotions of both his own and others, to create motivation for the self to manage emotions well within oneself and one's relationships with others, to motivate oneself to achieve goals and to persevere despite frustrations, to control one's impulses and to be able to delay gratification, to be able, when necessary, to regulate his mood and allow anxiety and

worry to interfere with his ability to think straight, and to possess empathy and optimism".

Goleman (2001) considers emotional intelligence to be essential and confirms the view that for a person to succeed in life, it is not enough just to be smart since intelligence as a set of cognitive abilities measurable by intelligence tests and IQ contributes only 20% to one's life success (Platsidou, 2004), which is supported by other scientists (Schmidt & Hunter, 1998; Sternberg, 1998). On the contrary, approximately 80% of success is attributed to emotional intelligence, which develops through practice over time.

Goleman distinguishes emotional abilities into 4 clusters, each consisting of five emotional skills. They are not inherited factors or talents but are acquired abilities that are conditions for success in careers and relationships; i.e., our emotional intelligence determines the abilities we have to turn them into practical skills, which are based on five elements: self-awareness, behavioral motivation, self-regulation, empathy, and competence in relationships with others. They are organized into groups, each based on a common core dimension of emotional intelligence. No human being has developed all abilities to their fullest extent, so we all present a unique profile of strengths and weaknesses. According to Goleman, the characteristics of the abilities of emotional intelligence are independence: each contributes in its way; interdependence: each influences to some extent some others while at the same time there is a strong interaction between them; and hierarchical connection: one builds on the other, a necessity but not a skill. The existence of a basic ability of emotional intelligence does not guarantee the development of a related skill. In his model, the 4 basic abilities for developing emotional competence are defined as personal skills (self-awareness and self-management or emotional self-control) and social skills (social awareness and relationship management).

2.1.1.1.3 Bar-On Model for Emotional and Social Intelligence

The model for emotional and social intelligence proposed by Bar-On and Parker (2000) consists of the following five categories (each of which includes a series of specific skills), namely, intrapersonal abilities, interpersonal skills, adaptability, stress management, and general disposition. They also classify the above abilities in a second way into 3 categories that are hierarchically related to each other and emphasize

that the abilities of the first category are the foundation on which the abilities of the following category are built, that is, basic skills (emotional self-awareness, empathy), supportive skills (confidence in interpersonal abilities, optimism), and follow-up skills (problem-solving, developing interpersonal relationships).

Bar-On (2006) states that a person with high emotional and social intelligence can effectively deal with changes in their personal or social environment, adapt to the circumstances, and successfully resolve any problems. To achieve the above, he should organize his emotions in a way that benefits the person himself, but also possess optimism and a capacity for self-motivation. He believes that emotional intelligence and mental intelligence contribute equally to a person's overall intelligence, a trait that is likely to lead to success in life. Bar's model of personality has been criticized in the research literature regarding the validity of self-ratings as an indicator of emotional intelligence.

2.1.1.1.4 Measurement of Emotional Intelligence

In recent years, various psychometric tools (scales or tests) have been developed to measure and evaluate emotional intelligence, both at a scientific level and at a popular level (Platsidou, 2004). To have a valid assessment of emotional intelligence, one needs to understand the various definitions of emotional intelligence that are constructed. Thus, depending on their theoretical background, the psychometric tools or tests proposed to measure emotional intelligence can be classified into 3 categories:

1) Self-report Test: This is the most common method for measuring abilities and characteristics related to emotional intelligence, such as empathy and concern. These tests are usually presented in the form of a questionnaire. The Bar-On questionnaire belongs to this category, with a personality framework evident in the Emotional Quotient Inventory (Bar-On, 2000).

2) References of Others (360-degree test or hetero-reference test): In this test type, individuals other than the candidate (such as parents, teachers, classmates, or supervisors) are asked to assess the candidate's emotional capacities and characteristics. These assessments typically take the form of questionnaires. A measurement tool of the mixed model category is the Emotional Competence Inventory (Boyatzis et al., 2000).

3) Tests for Objective Measurement of Abilities: These tests are also used to measure cognitive abilities, where the examinee is asked to produce solutions to problems or provide answers to questions of emotional content, and is graded based on the success achieved.

2.1.1.1.4 (A) The Mayer, Caruso & Salovey Emotional Intelligence Test (MSCEIT)

To assess emotional intelligence, Mayer et al. (1999) created their measurement test based on their theoretical model of ability theory. This measurement is called the Multifactor Emotional Intelligence Scale (MEIS). Following this, the measurement has been further developed in the Mayer, Salovey, Caruso Emotional Intelligence Test (MSCEIT), as evident in Mayer et al. (2002) and Mayer et al. (2004). The Greek translation of this measurement (Kafetsios, 2004; Kafetsios & Petratou, 2005) includes 141 questions and problems (Platsidou, 2010).

The MSCEIT consists of four parts, each addressing one of the four competence areas outlined in the theory. The examinee is scored in each competence area (perception, integration and assimilation, understanding, and organization of emotions) separately and in the overall emotional intelligence. In the first part of the test, the ability to recognize emotions in faces, drawings, and landscapes is examined. In the second part, the assimilation of emotions is graded, i.e., the person's ability to translate emotions and the way they interact with their cognitive functions is examined (Cattel, 1971). In the third part, the understanding of emotions is assessed through projects that examine the individual's ability to find the appropriate way to match emotions. In the fourth part, the individual's ability to manage emotions is examined, aiming to determine the correct way of using emotions in decision-making.

Additionally, the four areas can be distinguished into two larger areas: the biological or emotional area, which includes the sub-scales of perception and integration-assimilation of emotions, and the strategic or emotional domain, which encompasses the understanding and management of emotions (Kafetsios & Petratou, 2005). The time required to complete the test is approximately 30-45 minutes. Examinees' answers are graded by two methods: a) the experts' criteria and proposed solutions, and then b) the consensus score, based on the average answer of the population from which the sample comes. In the MSCEIT test, there is no "absolutely"

correct answer for each of the projects or test questions; the general distribution of the answers determines the "correct" answer. According to research by Mayer et al. (2002), this method is more effective than the target method. The target method involves participants being asked to evaluate the emotional states of individuals whose emotional states are known or projects for which experts have made decisions (Kafetsios, 2003).

2.1.1.1.4 (B) Goleman Measurement

Goleman, the creator of the theoretical model of performance, constructed the Emotional Competence Inventory 360 (ECI 360) to measure emotional competence (Boyatzis et al., 2000). The ECI is a 360-degree test where some people (colleagues, superiors, subordinates, and partners) are asked to evaluate the emotional competence of a person in their workplace. The latest version, ECI 2.0, assesses four general competence categories that encompass a total of 18 skills:

a) Self-knowledge and self-awareness examine the ability to recognize personal feelings, engage in accurate self-evaluation, and foster self-confidence.

b) Self-management: Self-management encompasses abilities such as self-control, reliability, conscientiousness, adaptability, initiative, goal orientation, optimism, and transparency.

c) Social Awareness: This section examines empathy, organizational awareness, and service orientation.

d) Relationship Management: The ability to lead, communicate, influence, catalyze change, manage conflicts, create bonds, and foster teamwork, cooperation, and the development of others is examined.

The ECI 360 is used to measure and evaluate an individual's emotional and social abilities that are considered related to job performance. This assessment provides information on which areas (abilities or skills) a person's emotional competence is low and should be developed to achieve higher performance and effectiveness at work. The ECI can also be used to outline the emotional competence profile of an organization or business, with the ultimate goal of highlighting its existing growth potential. For this purpose, it is available in versions suitable for use by various professional groups, including salespeople, business executives, and students (Platsidou, 2004). In Greek,

the ECI has been used in a small number of studies, including those by Diamantopoulou (2001) and Kafetsios et al. (2009).

2.1.1.1.4 (C) Bar-On Measurement

Bar-On was one of the first to develop tests to measure emotional intelligence, arguing that, just as we use an IQ to measure cognitive intelligence, we can also use an index to measure emotional intelligence. Based on this hypothesis and after testing in large samples and different cultural environments, he constructed the recent version of the 2004 Emotional Quotient Inventory (EQ-i) test, a scale to measure the Emotional Intelligence Index (Bar-On, 2004a, 2004b). It is a self-report questionnaire consisting of 133 statements, where the subject indicates the degree to which each statement applies to them on a five-point Likert scale (1-5). Examples of statements include "I have good relationships with other people" and "I like to help others." Following the structure of a classic intelligence test, the EQ-i provides a total Emotional Intelligence Index and five other sub-indices, each corresponding to one of the emotional and social competence categories. These indices comprise 15 individual sub-scales, measuring the specific skills encompassed in the model's competency categories.

According to Bar-On, high performance on the Bar-On EQ-i indicates that this person has the potential for high emotional and social functioning, meaning they are emotionally and socially intelligent (Bar-On, 1997; Bar-On, 2000). In addition, the EQ-i gives four useful indicators in determining the validity of the test:

a) Omission rate refers to the number of proposals that were not answered.

b) The consistency index shows the degree of inconsistency in responses to a group of sentences referring to the same topic.

c) Positive impression captures the tendency to give excessively positive evaluations.

d) Negative impression refers to the tendency to give overly negative responses.

The EQ-i features a built-in measurement correction criterion, based on the positive and negative impression indices, which is considered an important component of any self-reported psychometric tool. This criterion reduces the bias of socially acceptable responses and enhances the accuracy of the measurements (Bar-On, 2000).

Intended initially to assess emotional intelligence in adults and later developed for children and adolescents aged 7 to 18 years, the Bar-On Emotional Quotient Inventory: Youth Version (Bar-On EQ-i: YV) (Bar-On & Parker, 2000). The test comprises 60 sentences in the extended version and 30 questions in the short version, divided into seven subscales corresponding to the seven competence categories outlined in the model.

2.1.1.2 Emotional Intelligence and Leadership Effectiveness

Emotional intelligence (EI) is a significant predictor of leadership success in various contexts. Studies have indicated that EI is essential for effective leadership and managerial positions, as it influences the way leaders perceive and manage their emotions and the emotions of others (Diaz et al., 2023). Specifically, the ability to perceive, understand, manage, and regulate emotions has been linked to better performance in leadership coursework and the development of interpersonal skills necessary for effective leadership (Jang et al., 2023). Additionally, a combination of emotional intelligence, managerial intelligence, and transformational leadership is a strong predictor of project success in the public sector (Hoque, 2023). However, the impact of EI on coaching success appears to vary across sports, with EI being a significant predictor of success for basketball coaches but not for volleyball coaches (doi: 10.1109/EMR. 2022.3200408). Overall, these findings suggest that emotional intelligence plays a crucial role in leadership success, but its impact may vary depending on the specific context.

Emotional intelligence (EI) is considered a more accurate predictor of leadership success than other factors, such as IQ or personality (Jang et al., 2023; Hoque, 2023). Studies have shown that EI, specifically the ability to perceive, understand, manage, and regulate emotions, significantly predicts course performance in leadership coursework (Diaz, 2023). Additionally, EI is an indispensable element of leadership, as it influences the way leaders perceive their own and others' emotions within different environments (Cooper, 2022). Furthermore, research has shown that EI and the Big Five personality traits are positively linked to each other and leadership effectiveness within healthcare institutions (Tiwari et al., 2022). In contrast, traditional intelligence measures, such as IQ, may not be as strong predictors of leadership performance and success as EI traits. Overall, the evidence suggests that EI is a valuable

predictor of leadership success, highlighting the importance of emotional abilities in effective leadership.

Emotional intelligence (EI) has a significant impact on leadership styles. Leaders with high emotional intelligence are more effective in addressing personal and work-related challenges, and they are better at effecting change in organizations (Diaz, 2023). Ethical leaders who display integrity, trust, and respect have positive effects on employees' emotional intelligence and organizational commitment (Prempeh et al., 2023). Additionally, emotional intelligence is positively correlated with self-confidence, and different leadership styles, including authoritarian, democratic, and laissez-faire, all have a favorable effect on job performance (Alex et al., 2017). Furthermore, emotional intelligence and leadership styles, such as transformational leadership, have a significant impact on job performance, with 67.4% of a manager's performance being explained by their emotional intelligence and leadership style (Mishra et al., 2022). Overall, emotional intelligence plays a crucial role in shaping leadership styles and influencing job performance in various organizational settings.

2.1.1.2.1 Self-awareness Perception

Self-awareness is a linchpin in effective leadership, influencing multiple facets of a leader's engagement with their team and organization. Firstly, it provides leaders with a clear understanding of their strengths and weaknesses, enabling them to leverage their capabilities while proactively addressing limitations. This self-awareness forms the foundation of emotional intelligence, enabling leaders to manage their emotions effectively and foster a positive emotional environment within their team. Moreover, self-aware leaders communicate more effectively, adapt their messages to resonate with diverse audiences, and build authentic relationships by aligning their actions with their values. The adaptability that stems from self-awareness enables leaders to navigate conflicts skillfully, make informed decisions, and foster an environment conducive to ongoing personal and professional growth.

Furthermore, self-aware leaders play a pivotal role in crisis management, maintaining composure and instilling confidence in their teams during challenging times. By embracing self-awareness, leaders set an example for their teams and contribute to the development of a culture where open reflection and a commitment to growth are valued. In essence, self-awareness serves as an indispensable tool for leaders

seeking to create positive team dynamics, make informed decisions, and foster a culture of continuous improvement within their organizations.

2.1.1.2.2 Empathy

1. Empathy and Leadership

Empathy plays a crucial role in leadership, particularly in terms of establishing a human connection with team members, understanding their emotions, and inspiring them to achieve their goals. Empathetic leaders create a productive work environment that promotes cooperation, openness, and trust, increasing employee engagement and job satisfaction (LaJuan et al., 2023). Empathy helps leaders navigate cultural differences and foster a diverse and inclusive workplace (Gudrun, 2023). Research suggests that empathetic speech, including illocutionary (empathetic), elocutionary (meaning-making), and perlocutionary (direction-giving) speech, can predict and strengthen organizational citizenship behavior in leader-member exchange relationships (Aleš, 2023). Empathy is considered a high-performance competency that contributes to leadership effectiveness through multidimensional thinking, forming win-win alliances, fostering high-performance teamwork, and creating organic organizational structures (Marvin et al., 2022). Additionally, empathy is linked to authentic leadership and emotional intelligence, allowing leaders to establish intimate relationships with followers and understand their needs. Empathy and age influence students' perceptions of leadership competencies, highlighting the significance of empathy in leadership.

2. Empathy as a Leadership Skill: Benefits and Challenges

Empathy is increasingly recognized as a pivotal leadership skill influencing organizational dynamics. This literature review examines the benefits and challenges of cultivating empathy in leadership, offering insights into its impact on team performance and organizational outcomes.

Enhanced Team Collaboration: Empathetic leaders foster an environment that promotes collaboration and open communication (Cameron & Caza, 2004). By understanding the perspectives and feelings of team members, leaders can foster a culture of trust, which positively impacts team dynamics.

Increased Employee Engagement and Satisfaction: Empathy correlates with higher levels of employee engagement and job satisfaction (Eisenbeiss et al.,

2018). Leaders who demonstrate empathy connect with their team members on a personal level, leading to a more satisfied and committed workforce.

Improved Conflict Resolution: Empathetic leaders are skilled at resolving conflicts within their teams (Barsade, 2002). By understanding the emotions and concerns of individuals involved, leaders can address conflicts with sensitivity, contributing to a healthier work environment.

Innovation and Decision-Making: Empathy plays a crucial role in decision-making, particularly in understanding the impact on individuals (Hodson et al., 2018). Leaders who consider the human aspect in decision-making contribute to a culture that encourages innovation and creative problem-solving.

3. Challenges in Developing Empathy as a Leadership Skill

Balancing Empathy and Objectivity: Leaders often face challenges in striking a balance between empathy and the need for objective decision-making (Goleman, 2006). Striking the right balance is key to guaranteeing fair and rational leadership.

Emotional Exhaustion: The emotional labor involved in consistently practicing empathy can lead to emotional exhaustion for leaders (Dutton et al., 2014). Managing one's emotional well-being while empathizing with others is a significant challenge.

Perceived Authenticity: Leaders must navigate challenges related to the perceived authenticity of their empathy (Cameron & Caza, 2004). Genuine empathy fosters trust, but leaders must be cautious not to appear insincere or manipulative.

Time and Resource Constraints: Empathy requires time and attention, which may be constrained in fast-paced work environments (Eisenbeiss et al., 2018). Leaders must find a balance between demonstrating empathy and meeting organizational demands.

Empathy, when utilized as a leadership skill, offers numerous benefits, including enhanced collaboration, increased employee satisfaction, effective conflict resolution, and greater innovation. However, leaders must navigate challenges related to maintaining objectivity, preventing emotional exhaustion, ensuring authenticity, and managing time constraints.

2.1.1.2.3 Social Skills

Social skills have been found to have a significant influence on team motivation and engagement (Muslim et al., 2021; Pacewicz & Smith, 2017; Abbas & Nawaz, 2019; Barbee, 2020). Research has shown that social support, a positive social behavior, is an important correlate of adolescent athletes' motivational experiences (Weidmann & Deming, 2021). Additionally, the creation of a teamwork spirit, which relies on social skills and self-confidence, is crucial for generating a teamwork spirit. Furthermore, the motivational climate created by coaches and peers, which is influenced by social skills, has been found to predict higher engagement and lower burnout in high school athletes. Ultimately, individuals with higher social intelligence, a key component of social skills, have been identified as "team players" who consistently contribute to group performance and enhance team motivation and engagement. Overall, social skills play a crucial role in team motivation and engagement, particularly in the context of sports and team activities.

Several key factors influence team motivation and engagement. One important factor is the pedagogical approach used in a program, which should focus on autonomy and responsibility for choices and actions. Another factor is the team's behaviors, such as reflection activities, team learning behaviors, and managing emotions within the team. Decision-making and reaching consensus can also impact motivation and engagement. A tool called MO-DM (Motivation-Oriented Decision-Making) has been developed to address these challenges.

Additionally, employing a strength-based approach through diverse management styles can lead to increased team motivation. Cultural background is another factor that moderates team motivation, with teamwork being a universally motivating factor. These factors, including pedagogical approach, team behaviors, decision-making, management styles, and cultural background, all contribute to team motivation and engagement.

2.1.2 Cultural Diversity in Organizations

2.1.2.1 Challenges and Opportunities of Leading Culturally Diverse Teams

Managing cultural diversity in organizations presents several challenges. These challenges include understanding and respecting different cultural backgrounds,

addressing language and communication barriers, managing workplace tensions and equity, and accommodating family challenges (Karnaukh-Brożyna, 2023). Additionally, organizations need to develop leadership techniques that can effectively address these challenges, such as fostering effective communication, building rapport with employees, adopting proactive leadership approaches, and tailoring techniques to individual needs. A lack of knowledge and analysis, as well as the unreliable implementation of diversity management concepts, can hinder the effective management of diversity in organizations (Água et al., 2023). Interculturality, which refers to the diverse cultural standards and ways of doing things, can also pose challenges in coordinating technical processes, sharing information, managing a culturally diverse workforce, and exercising effective leadership (Orlando, 2022). Overall, organizations need to develop strategies, procedures, and policies that promote inclusivity, cooperation, and open-mindedness to manage cultural diversity effectively.

Managing cultural diversity in organizations has several benefits. It can foster a welcoming workplace environment that values individual differences and promotes interpersonal understanding, leading to increased creativity, innovation, and productivity. Organizations that have inclusion policies and programs promoting diversity have a higher probability of being more profitable, as they stimulate innovation and minimize risks in decision-making. Effective management of cultural diversity can also lead to the development of a work environment conducive to the recruitment and retention of diverse employees, resulting in higher commitment and responsibility. Cultural diversity can bring creativity, innovation, and other beneficial elements to a firm, and appropriate management strategies can address any drawbacks and promote tolerance, acceptance, and respect. Workplace diversity, when managed effectively through diversity and inclusion management, can contribute to organizational development and create an engaging atmosphere for employees (Bai, 2022).

Organizations can manage cultural diversity effectively by implementing various strategies. These include developing a work environment conducive to the recruitment and retention of diverse employees, such as providing cultural understanding and language training. Organizations need to cultivate a welcoming workplace environment that values individual differences and fosters mutual

understanding and respect among employees. Additionally, organizations should focus on cultural diversity management, which includes color blindness, justice, equal access, cultural integration, and learning, as these components have a significant impact on organizational performance (Abdullah et al., 2022). Implementing diversity and inclusion management practices, such as creating inclusive and respectful rules and procedures, can also contribute to effective cultural diversity management (Bai, 2022). Furthermore, organizations can utilize organizational culture building as a method to create an atmosphere that supports diversity and inclusion (Lipych et al., 2022). By adapting their organizational culture to reflect diversity and implementing effective diversity management strategies, organizations can benefit from increased creativity, innovation, productivity, and market opportunities.

2.1.2.2 Best Practices for Managing Cultural Diversity in the Workplace

Managing cultural diversity in the workplace is a process aimed at creating and maintaining a positive work environment where the similarities and differences of individuals are valued. It involves recognizing the changing demographics of society and empowering a diverse workforce to increase productivity and effectiveness. Managing diversity goes beyond race and gender, encompassing differences such as age, organizational experience, and union/non-union status. It requires a cultural change within organizations and the commitment of senior management. Successfully managing diversity can lead to more committed, satisfied, and high-performing employees, as well as potentially better financial performance for the organization (Patrick & Kumar, 2012; Daniel, 2019). Fostering workplace diversity is a responsibility of leaders, who must build an organizational culture that embraces personal differences and encourages collaboration among diverse individuals (Lappetito, 1994). Economic incentives can further motivate organizations to integrate diversity into their culture, as it can improve performance and production (Grant & Kleiner, 1997).

The best practices for managing diversity in the workplace include adopting diversity, equality, and inclusion (DEI) practices, such as offering inclusive training courses and workshops, forming diversity councils, encouraging diverse hiring and retention, developing mentorship programs for under-represented groups, and ensuring that management teams reflect the diversity of the workforce. Leadership

commitment, staff development, inclusive policies and practices, and accountability measures are critical elements that contribute to the success of diversity management programs (Anderson, 2023). Managing cultural diversity involves developing methods, procedures, and policies that respect and acknowledge the diverse range of cultural backgrounds, beliefs, and values, while also fostering cooperation, effective communication, and teamwork. Additionally, creating inclusive and respectful rules and procedures is essential for managing cultural diversity (Kalagy & Braun-Lewensohn, 2022).

Companies can create a more inclusive and welcoming workplace for employees of all backgrounds by adopting diversity, equality, and inclusion (DEI) practices. This includes offering inclusive training courses and workshops, forming diversity councils, encouraging diverse hiring and retention practices, developing mentorship programs for underrepresented groups, and ensuring that management teams reflect the diversity of the workforce. Leadership commitment, staff development, inclusive policies and practices, and accountability measures are critical elements that contribute to the success of diversity management programs. Creating a climate that appreciates diversity and fosters inclusivity is crucial, where employees feel a sense of inclusion and their uniqueness and sense of belonging are acknowledged. Organizational culture building can also play a role in promoting diversity and inclusion, creating an atmosphere that aligns with the goals and values of diversity management (Bai, 2022). Senior managers should foster a corporate culture that values employees from diverse backgrounds and ensures equal rights (Cots & Cribs, 2023).

Managing a diverse workforce presents both challenges and opportunities. On one hand, the challenges include issues such as multicultural work environments, complexity, and workplace discrimination (Gomathy, 2023). Additionally, language barriers, different perceptions of leadership, and family obligations can pose challenges in managing cultural diversity (Karnaukh-Brożyna, 2023). On the other hand, managing a diverse workforce presents several opportunities. These include the formation of a collaborative and team-based learning environment, better productivity, higher profits, and the leveraging of a vast talent pool for innovation and creation. Successfully managing cultural diversity can also lead to creativity, innovation, and the opening of new markets and clientele for businesses. Overall, managing a diverse

workforce requires developing methods, procedures, and policies that respect and acknowledge individual differences while fostering cooperation, communication, and teamwork (Sharma et al., 2021).

2.1.3 Communication Strategies

In 1998, Anderson predicted that knowledge and human capital would become core commodities in complex and competitive landscapes driven by globalization and technological revolution. Employees as human capital make significant contributions to the overall success of an organization. Research indicates that organizational performance markedly improves when communication is permitted to flow uninterrupted and employees are empowered, provided with incentives, and given the necessary resources to perform at an optimal level. Effective communication is essential for building trust and confidence between leaders and employees. Leaders can foster positive relationships with employees by creating an atmosphere or environment that promotes free, fair, and informal communication networks. These networks encourage and motivate employees to speak out and adopt a participative approach, which helps to develop a profitable organization (Ahmed et al., 2010). Although numerous well-documented examples of research exist that indicate a correlation between leadership and organizational effectiveness, the exact mechanism by which leaders impact the organization's bottom line remains unclear (Joyce et al., 2003). Communication is key to relationships and coexistence in environments where results are expected. Communication is also crucial for accelerating change and enhancing organizational performance, particularly in aligning and motivating employees. It is therefore disconcerting that the role of communication in the leadership process does not receive the prominence it deserves. Communication-based leadership research has significantly challenged some of the managerially focused, universal presumptions of traditional leadership research (Fairhurst, 2001).

Various factors influence leadership effectiveness. The characteristics of the leader, such as their abilities and skills in decision-making, are critically important when assessing their effectiveness. Additionally, the environment and circumstances in which decisions are made also impact leadership effectiveness. In uncertain and complex situations, leaders may lack sufficient information to assess the effectiveness of their decisions. Factors such as organizational culture, the role of women and

millennials in leadership, diversity, self-growth, and peer interaction have been identified as influential factors that contribute to leadership effectiveness (Ngoc et al., 2022; Farhan, 2022). Furthermore, the attributes of effective leaders include being skillful, inspiring, compassionate, and persistent (Wiid et al., 2022). Understanding these factors and qualities can enhance leadership effectiveness in various contexts, including the public sector, higher education, and the retail industry.

Several key metrics should be considered when evaluating the effectiveness of internal communications. These include accessibility (are employees able to access the information they need when they need it?), communication quality (does the messaging style align with company culture and values?), awareness and understanding (do employees understand and retain the information they receive?), and employee engagement (are workers actively participating in conversations, providing feedback, and taking initiative?). Some of these categories can be measured with qualitative employee feedback, while others may require quantitative data such as response rates or time-to-response metrics. Using tools that can measure both qualitative and quantitative metrics is a great way to gain a comprehensive understanding of one's team's engagement with internal communication and identify opportunities to enhance the employee experience.

Effective communication plays a crucial role in helping leaders be more effective. Leaders who are capable communicators and responsible for adding value to organizations are more likely to achieve organizational results (De Lange & Mulder, 2022). Leadership communication encourages and motivates employees, resulting in increased productivity and satisfaction among key strategic managerial targets (Colocassides, 2021). Effective communication is also crucial in resolving conflicts among employees, as it facilitates the conveyance of messages and fosters understanding of different perspectives (International Journal of Economics and Development Research, 2022). When leaders develop reasoning and emotional intelligence as a skill set, employees are more willing to work harder and share responsibility for goal achievement (Chatman et al., 2020). Communication studies contribute to effective leadership by advancing our understanding of organizational communicative systems and developing skills for deliberative democracy and civic engagement (Banwart, 2020). Overall, effective communication enhances leadership

effectiveness by fostering collaboration, understanding, and motivation among team members.

Effective communication skills play a crucial role in leadership effectiveness (De Lange & Mulder, 2022; Shoturayev, 2023). Leaders who are capable communicators can add value to organisations and achieve better organisational results (Anuar et al., 2021). Effective communication is crucial for leaders to express their opinions, develop their leadership skills, and boost their self-confidence. Effective communication helps leaders in resolving conflicts among employees (Aulia et al., 2022). It is also found that communication effectiveness has a significant positive impact on employee performance. Therefore, the relationship between communication skills and leadership effectiveness is strong, as effective communication is essential for leaders to succeed in their roles and achieve organizational goals.

Effective communication skills are crucial for leadership development. Supervisors, managers, and leaders who possess practical communication skills are associated with higher employee job satisfaction, increased supervisory credibility, and improved organizational outcomes. Effective communication in leadership should be transformative and liberating, upholding Christian values as outlined in the Bible (Sidabutar et al., 2022). Christian leaders must possess excellent communication skills to effectively influence, guide, direct, and encourage members to achieve their goals (Bergman, 2020). The principles of communication, as exemplified by Abraham Lincoln, are still relevant in modern-day leadership (Zentner, 2016). Communication studies contribute to effective leadership by advancing our understanding of organizational communicative systems and developing skills for deliberative democracy and civic engagement (Banwart, 2020). Therefore, the best ways to develop communication skills for leadership include understanding the fundamentals and principles of communication, coaching employees, managing conflict, and adopting transformative and liberating communication approaches.

Effective communication in the workplace involves building interpersonal relationships through effective communication (Jang, 2022). It is essential for workplace well-being and can be achieved through various modes such as writing, verbal, and nonverbal communication (Reidhead, 2021). Effective communication helps align workers, achieve organizational goals, and enhance performance (Robles &

Muñoz, 2023). In a multilingual work environment, professionals rely on routines, gestures, and strategies like using objects, writing, drawing, translating apps, or asking for help from an interpreter (Schmidt, 2023). We should develop, test, and deliver clear and easy-to-understand messages to inform, educate, and empower employees. Moreover, continuous employee feedback and ongoing, company-wide planning, implementation, and evaluation of employee communication are crucial for minimizing crisis-related damage and converting organizational change into competitive advantages.

2.1.4 Leadership Style

2.1.4.1 Leadership Style Classification

Leadership styles can be classified into four types as follows: Decision-making leadership styles (participative leadership, autocratic leadership, and laissez-faire leadership); Everyday leadership styles (consideration style of leadership, initiating structure style of leadership, and transactional leadership style); Beyond everyday work leadership styles (visionary leadership, transformational leadership, and empowering leadership) and values-based leadership styles (ethical leadership, authentic leadership, and servant leadership).

(1)   Decision-Making Leadership Styles

Decision-making styles examine when and to what extent leaders involve followers in generating and choosing alternatives to solve work-related problems (Lewin et al., 1939; Vroom, 2003). The focus here is not on the decision itself, but instead on the methods used by leaders to reach it: autocratically, with followers' participation, or through a hands-off approach (laissez-faire).

(2)   Everyday Leadership Styles

In addition to making decisions, leaders must also ensure that everyday work runs smoothly and that followers are performing as expected. After listing virtually all the behaviors leaders must engage in daily, researchers found that almost all behaviors fall into either the consideration style (which focuses on showing concern and respect for employees) or the initiating structure style (which focuses on goal attainment) (Judge et al., 2004; Fleishman, 1953). Later, researchers identified transactional leadership as a specific form of leadership structuring, focusing on rewarding and disciplining followers based on their effectiveness (Derue et al., 2011).

(3)   Beyond Everyday Work Leadership Styles

Every day, leadership styles tend to deliver expected outcomes but usually fail to sustain extraordinary performance and innovative change (Bass & Riggio, 2006). Hence, the emergence of leadership styles focused at their core on influencing effectiveness beyond what is expected in everyday work and on creating meaningful work environments. Among the most well-established and promising styles are transformational leadership, visionary leadership, and empowering leadership. Due to their properties, these leadership styles are also referred to as inspirational (Banks et al., 2018) and change-oriented (Derue et al., 2011) leadership styles.

(4)   **Values-Based Leadership Styles**

The values-based leadership styles represent behaviors rooted in morality, community values, and continuous improvement (Banks et al., 2018). It represents a shift in the focus of leadership behavior — specifically, from influencing the achievement of results to influencing how results are achieved. Values-based, moral, and ethical behaviors are encapsulated in ethical leadership, servant leadership, and authentic leadership.

2.1.4.2 The Impact of Emotional Intelligence on Leadership Effectiveness

Emotional intelligence (EI) has a significant impact on leadership styles. Leaders with high emotional intelligence are more effective in addressing personal and work-related challenges, and they are better at effecting change in organizations (Diaz, 2023). Ethical leaders who display integrity, trust, and respect have positive effects on employees' emotional intelligence and organizational commitment (Prempeh et al., 2023). Additionally, emotional intelligence is positively correlated with self-confidence, and different leadership styles, including authoritarian, democratic, and laissez-faire, all have a favorable effect on job performance (Alex et al., 2017). Furthermore, emotional intelligence and leadership styles, such as transformational leadership, have a significant impact on job performance, with 67.4% of a manager's performance being explained by their emotional intelligence and leadership style (Mishra et al., 2022). Overall, emotional intelligence plays a crucial role in shaping leadership styles and influencing job performance in various organizational settings.

Several factors can predict leadership success in the workplace. Effective leadership, characterized by the ability to influence and achieve organizational objectives, has a positive impact on trust, knowledge management, and organizational performance (Alex et al., 2017). Authentic leadership, characterized by transparency and consistency, promotes workplace trust and reduces work-related bullying (Duckles, 2022). Personality traits, such as the Big Five traits, influence transformational leadership behavior and the success of leaders (Deinert, 2014). Leader-member exchange, the quality of relationships between leaders and followers, mediates the relationship between transformational leadership and job satisfaction, organizational commitment, and leader performance (Elsayed-El & Abdelwahid, 2020). Additionally, the Healthcare Leadership Inventory (HLI) assessment identifies predictors of leadership success, including achievement orientation, openness to change, multi-tasking, drive for results, self-confidence, and customer orientation (Zavakos, 2006). These findings suggest that effective leadership, authentic leadership, personality traits, and specific leadership behaviors are important predictors of leadership success in the workplace.

Emotional intelligence (EI) is considered a more accurate predictor of leadership success than other factors, such as IQ or personality (Jang et al., 2023; Hoque, 2023). Studies have shown that EI, specifically the ability to perceive, understand, manage, and regulate emotions, significantly predicts course performance in leadership coursework (Diaz, 2023). Additionally, EI is an indispensable element of leadership, as it influences the way leaders perceive their own and others' emotions within different environments (Cooper & David, 2022). Furthermore, research has shown that EI and the Big Five personality traits are positively linked to each other and leadership effectiveness within healthcare institutions (Tiwari et al., 2022).

The link between leadership and employee retention is a crucial aspect of organizational success. Effective leadership plays a pivotal role in creating a positive work environment and fostering a sense of loyalty among employees, directly impacting their decision to stay with a company. Transformational leadership, characterized by inspiration, vision, and individualized consideration, has been associated with higher employee retention rates (Berridge et al., 2020). Leaders who

communicate a compelling vision and actively engage with their teams contribute to a sense of purpose and job satisfaction, reducing turnover (Carter et al., 2019).

Conversely, poor leadership, characterized by a lack of support, unclear communication, or ineffective management, can lead to dissatisfaction and higher turnover. Autocratic or micromanaging leadership styles, for example, may stifle employee autonomy and contribute to frustration, prompting individuals to seek alternative employment opportunities. Moreover, leaders who fail to recognize and appreciate their employees' contributions may diminish morale and job satisfaction, ultimately leading to increased turnover (Chih et al., 2018).

The relationship between leadership and employee retention is multidimensional, encompassing various leadership styles and behaviors. A supportive, empowering, and communicative leadership approach tends to foster a positive organizational culture, encouraging employees to stay and contribute to the company's success (Samuel & Engelbrecht, 2021). In contrast, ineffective or unsupportive leadership can contribute to dissatisfaction, which in turn diminishes retention rates and potentially impacts overall organizational performance.

Leadership in Fuzhou City, Fujian Province, China, has been the subject of various studies. Research conducted by Zheng et al. (2022) analyzed registered cases of severe mental disorders (SMD) in Fuzhou City, revealing that schizophrenia was the most common SMD and that medication and management were better in urban areas. Xie (2022) discussed the integration of rural revitalization and ecological civilization construction in Fuzhou, aiming for organic integration. Research on non-typhoidal Salmonella (NTS) infections in children in Fuzhou City reveals that these infections are on the rise, and there are significant differences in symptoms and drug resistance (Zhao et al., 2023). These studies offer valuable insights into mental health care, rural revitalization, and public health management in Fuzhou City.

The literature on leadership in Fuzhou City emphasizes the importance of context in shaping leadership attitudes and behaviors (Xing et al., 2023). Studies have also focused on the urban network structure in Fuzhou City, revealing strong coastal centrality and small-world network characteristics (Zhoa et al., 2023), as well as the ecological quality of Fuzhou City using remote sensing techniques (Geng et al., 2022). The development status and strategy of Fujian Province, including its centrality in the

firm interlocking network along the Maritime Silk Road, have also been analyzed (Ma & Zhang, 2022). Furthermore, research on city-level carbon emissions in Fujian Province has identified various drivers and inhibitors (Su et al., 2021).

Leadership challenges in Fuzhou City include issues with nursing staff recruitment and retention, funding shortages, inadequate governmental support, and difficulties in nursing homes (Ma & Zhang, 2022; Jiang et al., 2022). Leadership opportunities include utilizing external resources and improving staff skills in dementia care facilities (Wilson & Xue, 2013), as well as enhancing ecological quality in Fuzhou City (Geng et al., 2022). The historical significance of Quanzhou in Fujian Province also presents opportunities for Fuzhou City, serving as a pivotal city on China's proposed Maritime Silk Road (Li et al., 2016).

2.1.5 Leadership Effectiveness in Diverse Workplace Settings

2.1.5.1 Team Performance and Leadership Effectiveness

Leadership dynamics that contribute to team performance include transformational leadership, paradoxical leadership, and perceived e-leadership. Transformational leadership, as studied by Kvelde, emphasizes the positive impact of leadership style on team performance and organizational energy (Kvelde, 2021). Paradoxical leadership, as investigated by Meng et al., focuses on addressing conflicting needs of the organization and employees simultaneously, leading to increased team adaptation and performance (Turner et al., 2021). Perceived e-leadership, as examined by Elyousfi et al., involves leaders' trust, communication, coordination, and behavior, which have a small but significant effect on virtual team performance (Meng et al., 2023). These leadership dynamics play a crucial role in enhancing team interactions, self-awareness, collaboration, and utilizing individual energies within a team setting (Elyousfi et al., 2021). By understanding and implementing these leadership dynamics, organizations can foster high-quality team interactions, improve team skills, and maximize leadership and teamwork capabilities, ultimately leading to enhanced team performance.

Leaders can create an environment that fosters team performance by understanding the importance of psychological support and creating psychologically informed environments (Hippeli, 2022). They can also establish a culture of accountability and high performance by gaining a deep understanding of each team

member's motivations, utilizing relevant metrics to measure progress, and maintaining clear and consistent communication (Nguyen, 2022).

Key factors influencing team performance include communication, leadership styles, supportive team behavior, performance feedback, clinical skills, team size, authority profile, clinical knowledge, familiarity with team members, team orientation, adaptability, core self-evaluations, team cohesion, and organizational culture (Celik, 2023; Andreatta et al., 2022; Salcinovic et al., 2022; Maan & Srivastava, 2023; Samarasinghe & Samarasinghe, 2019). Effective communication, both in terms of quality and quantity, plays a crucial role in team performance. Leadership styles, supportive team behavior, and performance feedback also contribute to team performance. In the context of military medical care, clinical skills, team size, authority profile, clinical knowledge, and familiarity with team members are important factors. Additionally, team orientation and adaptability are key factors in team performance outcomes. Core self-evaluations, team cohesion, and organizational culture positively influence team performance. Understanding and addressing these factors can help improve team performance in various industries, including high-performance sport support teams.

The key factors influencing team performance include leadership styles, supportive team behavior, communication, performance feedback, team member job satisfaction, cross-functional integration, superordinate identity, goal stability, goal clarity, goal support, physical distance, interpersonal conflict, task conflict, and team cohesion (Maan & Srivastava, 2023; Salcinovic et al., 2022; Durmuşoğlu & Calantone, 2022). Leadership styles, supportive team behavior, communication, and performance feedback are important for team function and performance across various industries, including high-performance sport support teams (Bonny et al., 2020). In the context of new product development teams, team member job satisfaction, cross-functional integration, superordinate identity, goal stability, goal clarity, goal support, physical distance, interpersonal conflict, task conflict, and team cohesion significantly influence team performance (Han et al., 2023).

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leadership style on team performance and organizational energy (Kvelde, 2021). Paradoxical leadership, as investigated by Meng et al., focuses on addressing the conflicting needs of the organization and employees simultaneously, leading to increased team adaptation and performance (Turner et al., 2021). Perceived e-leadership, as examined by Elyousfi et al., involves leaders' trust, communication, coordination, and behavior, which have a small but significant effect on virtual team performance (Meng et al., 2023). These leadership dynamics play a crucial role in enhancing team interactions, self-awareness, collaboration, and utilizing individual energies within a team setting (Elyousfi et al., 2021). By understanding and implementing these leadership dynamics, organizations can foster high-quality team interactions, improve team skills, and maximize leadership and teamwork capabilities, ultimately leading to enhanced team performance.

Leaders can create an environment that fosters team performance by understanding the importance of psychological support and creating psychologically informed environments (Hippeli, 2022). They can also establish a culture of accountability and high performance by gaining a deep understanding of each team member's motivations, utilizing relevant metrics to measure progress, and maintaining clear and consistent communication (Nguyen, 2022). Additionally, leaders can act as cognition orchestrators, facilitating effective knowledge generation and mitigating cognitive biases within multicultural teams to enhance creative performance (Khan et al., 2022). Participative climate plays a crucial role in team performance, and leaders can encourage team job crafting, which in turn leads to improved performance (Kett, 2018). Ultimately, leaders must foster psychologically safe environments where individuals are connected to a strong purpose and feel comfortable taking risks, enabling them to perform to their full potential (Calvert, 2018).

The role of leaders in influencing team performance extends beyond traditional leadership functions and is intricately connected to their position within the team's social network. A crucial aspect highlighted in recent research is the leader's centrality, explicitly focusing on multiplex centrality, which involves both friendship and advice ties within the team.

Firstly, the concept of centrality in a social network pertains to an individual's relative importance and position within that network. In the context of team

dynamics, leaders with high centrality are not only well-connected but also play a pivotal role in facilitating communication and interactions among team members. Multiplex centrality takes this a step further by considering both friendship and advice ties. Friendship ties involve the emotional and interpersonal connections between team members, while advice ties signify the exchange of information and guidance. A leader with high multiplex centrality is not only liked and respected on a personal level but is also sought after for professional advice and expertise. The intertwining of friendship and advice ties within the leader's network and has profound implications for team performance. On the one hand, the leader's ability to foster positive and supportive friendships within the team contributes to a harmonious work environment. This, in turn, can positively impact team cohesion, morale, and overall well-being.

On the other hand, being a central figure for advice means that the leader is perceived as a valuable source of knowledge and guidance. In this capacity, the leader becomes a linchpin for information flow, problem-solving, and decision-making within the team. Such a leader not only possesses the necessary expertise but is also approachable, making the team more agile and responsive to challenges.

In summary, the leader's multiplex centrality, encompassing both friendship and advice ties, represents a holistic approach to team leadership. This dynamic role allows leaders to foster positive relationships while simultaneously serving as a key influencer in the team's professional and task-related activities. Understanding and leveraging this multiplex centrality can significantly contribute to enhanced team performance and effectiveness. Leaders influence team performance through various mechanisms. One important factor is the leader's centrality in the team's social network, specifically their multiplex centrality, which involves both friendship and advice ties (Clarke et al., 2022).

The integration of friendship and advice in one tie between the leader and followers facilitates performance change. Additionally, leaders' experience with cultural diversity can positively moderate the relationship between cultural diversity and team performance (Raithel et al., 2021). Factors such as the leader's cultural background (local vs. foreign) and leader team tenure play a role in this moderating effect. Furthermore, the selection process of a leader can impact team performance, with teams led by randomly selected leaders performing as well as, or even better than,

teams led by leaders selected based on self-confidence (Buechel et al., 2020). Finally, leaders influence team performance by shaping team cognition through their behaviors and interactions with the team (Toader & Martin, 2022). Overall, leaders' influence on team performance is multifaceted, involving factors such as social networks, cultural diversity, selection processes, and cognition.

Leaders can develop the skills and behaviors necessary to drive team performance by adapting their behavior to the needs of the environment and creating an organizational infrastructure that supports effective teams (Sheard & Kakabadse, 2004). They can also exhibit person-focused and task-focused leadership behaviors, which have a moderate positive association with subjective team performance and a smaller, yet positive association with objective team performance (Ceri-Booms et al., 2017). Additionally, leaders can shape a behavioral context by signaling expectations and exhibiting supportive behaviors, which can enhance group performance (Carmeli & Waldman, 2010). Training in leadership skills should be integrated throughout a clinician's career to support high-quality patient care and improve patient safety (Goodall, 2013). Furthermore, leaders can create and sustain a team ethos, provide clarity and flexibility, and value the experience of team members to drive high performance (Benke et al., 2021).

Effective leadership behaviors associated with high team performance include frequent performance monitoring, information sharing, peer support, and process improvement (Van Dun & Wilderom, 2021). Team leaders who balance task- and relations-oriented behaviors over time also contribute to continuous improvement and high performance (Salcinovic et al., 2022). Higher-level leaders who provide face-to-face support, strategic clarity, and tangible resources to the team are important (Johnsen et al., 2017). These behaviors are aligned with self-transcendence and openness-to-change work values. Coactive vicarious learning-by-doing among the team, the team leader, and higher-level leadership is also a key factor in continuous improvement. This learning approach involves collaborative and interactive experiences among team members, emphasizing shared participation and mutual engagement (Van Diggele et al., 2022). Additionally, leadership styles, supportive team behavior, effective communication, and performance feedback are important factors that influence team function and performance.

Effective leadership in multicultural teams demands a strategic approach that acknowledges the unique dynamics at play. Strategies for achieving this include cultural awareness training, inclusive leadership practices, clear communication, team-building activities, flexible leadership styles, conflict resolution training, diverse leadership representation, cross-cultural mentoring, feedback mechanisms, promoting collaboration, cultural competence assessment, and continuous learning (Schweimler, 2022).

In conclusion, leadership effectiveness in diverse workplace settings is a multifaceted and dynamic field. Leaders must possess a diverse skill set that encompasses cultural competence, ethical leadership, and the ability to adapt to the ever-changing landscape of diversity within organizations. By implementing these strategies and drawing on relevant theories and models, organizations can create inclusive environments where diverse teams can thrive and contribute to the organization's success and growth.

2.1.5.2 Employee Satisfaction and Leadership Effectiveness

Job satisfaction is defined as a favorable emotional state resulting from a job or experience in the workplace, according to Prameswari et al. (2020). Employees form a mindset about their employment based on their actions, convictions, and feelings (Kalsoom et al., 2018). Employee perception of job satisfaction depends on how meaningful and gratifying they view their work, and employee happiness is typically an essential element of an organization's success (Shrestha, 2019). According to modern management theory, improved morale and more highly motivated employees lead to effective and beneficial work (Matzler et al., 2004; Okan & Akyuz, 2015). Generally, the positive reaction of an employee to a specific job is referred to as job satisfaction, which is based on the difference between actual outputs and desired outcomes. The comprehensive logic behind current job satisfaction and motivation theories provides a framework for companies to help workers perform their roles more effectively, leading to higher output and improved performance (Furnham et al., 2009; Okan & Akyuz, 2015).

Employee satisfaction is influenced by organizational leadership (Kulova, 2023). Specifically, leadership approaches that support work-life balance and offer work-related guidance or support are positively related to employee satisfaction

(Aristana et al., 2023). Transformational leadership, ethical leadership, servant leadership, and transactional leadership all have varying degrees of impact on job satisfaction (Banjarnahor & Augustine, 2023). Organizational culture also plays a mediating role in the relationship between leadership and employee job satisfaction (Muttalib et al., 2023). Additionally, the impact of organizational culture, leadership, and green supply chain management on business performance is tempered by employee satisfaction (Samanta et al., 2022). Overall, leadership styles that prioritize ethical behavior, transparency, and authority contribute to higher levels of job satisfaction.

Leadership approaches have a significant impact on employee satisfaction levels. Authentic leadership has a positive impact on job satisfaction, and employees' participation in developing performance measures partially mediates the relationship between authentic leadership and job satisfaction (Jang et al., 2022). Transformational and transactional leadership behaviors, such as verbal rewards, are positively related to changes in job satisfaction (An et al., 2020). Effective leadership has a positive impact on both job satisfaction and employee turnover, while fair working conditions moderate the relationship between leadership and job satisfaction (Chen, 2020). Inclusive leadership improves employees' job satisfaction, and work-family balance serves as a beneficial factor in enhancing job satisfaction (Li & Zhou, 2023). Leadership behavior, encompassing change, relational, task, and passive behaviors, impacts employee well-being, including job satisfaction, through various mediating groupings (Inceoglu et al., 2018).

Specific leadership approaches are effective in improving employee satisfaction. Ethical leadership, transformational leadership, and servant leadership have all been positively correlated with job satisfaction (Muttalib et al., 2023; Okolie et al., 2023; Aristana et al., 2023). Leaders in organizations such as hospitals and higher education institutions should focus on developing these leadership styles and creating a culture that supports job satisfaction.

2.1.5.3 Conflict Resolution Effectiveness and Leadership Effectiveness

Conflict is an integral part of the everyday life of organizations, influencing decision-making, customer complaints handling, and performance management, as well as dealing with dramatic events such as acquisitions, strikes, and bankruptcies. Conflicts have both constructive and destructive sides. It can sabotage alliances and

relationships, but effectively managed conflict vitalizes partnerships and invigorates interpersonal bonds. Conflict challenges leaders and teammates, engaging them in the full range of experiences that organizations offer.

Research on conflict management is crucial for understanding relationships and organizations, as well as for making them more effective. Leaders and employees must learn to live with conflict; they have to deal with and resolve the many conflicts that threaten to divide them and frustrate joint progress. We often blame conflict for our frustrations and give it power over us. We believe that if we had fewer conflicts, our lives would be more enjoyable and productive. The goal is to be conflict-free, or at least to keep our conflicts minor and forgettable. However, how we approach and handle conflict significantly affects whether it is constructive or destructive. It is not the conflict itself or the amount of conflict that matters, but rather how we manage our conflict that determines whether it is constructive or destructive (Tjosvold et al., 2014).

Constructive conflict occurs when protagonists conclude that the benefits of their conflict management outweigh the costs; they believe that their investments made in handling disputes will pay off (Deutsch, 1973). The costs and wasteful investments of destructive conflict are typically well recognized. Angry feelings can leave relationships fragmented and joint work stalled, resulting in both personal and professional suffering (Averill, 1983). However, conflicts can have very constructive effects, so useful that we may hesitate to call them conflicts at all. Through discussing opposing ideas in conflict, protagonists can deepen their understanding of their ideas as they defend their views (Tjosvold et al., 2014). They can also listen to and understand the views of their protagonists; they put themselves in each other's shoes. They open the possibility of combining the best ideas to create new solutions. In addition to enriching their learning, they can appreciate each other's feelings, motives, and commitments, making their joint life more personal and richer.

Shonk (2024) states that conflict resolution can be defined as the informal or formal process that two or more parties use to find a peaceful solution to their dispute. Several common cognitive and emotional traps, many of them unconscious, can exacerbate conflict and contribute to the need for conflict resolution:

• **Self-serving fairness interpretations:** Rather than deciding what is fair from a position of neutrality, we interpret what would be most fair to us, then justify

this preference based on fairness. For example, department heads are likely to think they deserve the lion's share of the annual budget. Disagreements about what is fair often lead to clashes.

   • **Overconfidence:** We tend to be overconfident in our judgments, a tendency that leads us to unrealistic expectations. Disputants are likely to be overconfident about their odds of winning a lawsuit, for instance, an error that can lead them to shun a negotiated settlement that would save them time and money.

   • **Escalation of commitment:** Whether negotiators are dealing with a labor strike, a merger, or an argument with a colleague, they are likely to irrationally escalate their commitment to their chosen course of action, even after it has proven ineffective. We desperately try to recoup our past investments in a dispute (such as money spent on legal fees), failing to recognize that such "sunk costs" should play no role in our future decisions.

   • **Conflict avoidance:** Because negative emotions cause us discomfort and distress, we may try to suppress them, hoping that our feelings will dissipate over time. Conflict tends to become more entrenched, and parties have a greater need for conflict resolution when they avoid dealing with their strong emotions.

   Moreover, he also states that conflicts can be resolved in various ways, including negotiation, mediation, arbitration, and litigation.

   • **Negotiation:** In conflict resolution, one can and should draw on the same principles of collaborative negotiation that one uses in dealmaking. For example, someone should try to identify the interests underlying parties' positions, such as a desire to resolve a dispute without attracting negative publicity or to repair a damaged business relationship. In addition, determine one's Best Alternative To a Negotiated Agreement, or BATNA—what one will do if one fails to reach an agreement, such as finding a new partner or filing a lawsuit. By brainstorming options and considering tradeoffs across issues, you may be able to negotiate a satisfactory outcome to your dispute without the need for outside parties.

   • **Mediation:** In mediation, disputants enlist a trained, neutral third party to help them reach a mutually agreed-upon consensus. Rather than imposing a solution, a professional mediator encourages disputants to explore the interests underlying their

positions. Working with parties both together and separately, mediators seek to help them discover a resolution that is sustainable, voluntary, and nonbinding.

• **Arbitration:** In arbitration, which can resemble a court trial, a neutral third party serves as the judge, making decisions to resolve the dispute. The arbitrator listens to the arguments and evidence presented by each side, then renders a binding and often confidential decision. Although disputants typically cannot appeal an arbitrator's decision, they can negotiate most aspects of the arbitration process, including whether lawyers will be present and which standards of evidence will be used.

• **Litigation:** In civil litigation, a defendant and a plaintiff face off before either a judge or a judge and jury, who weigh the evidence and make a ruling. Information presented in hearings and trials usually enters the public record. Lawyers typically dominate litigation, which often ends in a negotiated settlement during the pretrial period.

In general, it makes sense to start with less expensive and less formal conflict resolution procedures, such as negotiation and mediation, before making the larger commitments of money and time that arbitration and litigation often require. Conflict-resolution training can further enhance one's ability to negotiate satisfactory resolutions to one's disputes.

2.2 Related Studies

2.2.1 Related Studies Conducted Overseas

Kargeti (2023) finds that individuals with high emotional intelligence are adept at empathizing with colleagues and managing both their own and others' emotions effectively. This ability not only helps reduce workplace stress and adapt to change but also enhances team dynamics. Leaders with high emotional intelligence tend to experience greater job satisfaction and employee engagement, resulting in enhanced organizational communication, improved employee retention, and increased overall productivity. The conclusion drawn from this study is that emotional intelligence plays a significant role in building an effective workplace, benefiting both individuals and the organization as a whole.

Alwali and Alwali (2022) found a positive relationship between job satisfaction and job performance among physicians in Iraq's public hospitals. This suggests that physicians who report higher levels of job satisfaction tend to perform better in their roles. Job satisfaction plays a mediating role in two important relationships. Job satisfaction mediates the positive relationship between emotional intelligence and job performance; it also mediates the positive relationship between transformational leadership and job performance.

Gransberry (2022) finds that the mean views of the respondents regarding leadership and managerial practices are 51.53, with a standard deviation of 11.78. This standard deviation represents the variability in positive responses among employees over the period from 2015 to 2019. There is an increase in positive responses among employees over the specified period. This suggests that employees' perceptions of leadership and managerial practices became more positive during this time frame. There is a positive relationship between emotional intelligence (EI) and improved leadership and managerial practices.

Barinua et al. (2022) find that there is a strong and positive relationship between managers' emotional intelligence (self-management, self-awareness, and social awareness) and team effectiveness (cohesiveness and goal attainment).

Jena (2022) finds a positive relationship between workplace spirituality and employee performance. Organizational citizenship behavior is identified as a mediator in the relationship between workplace spirituality and employee performance. Employees' emotional intelligence moderates the relationship between workplace spirituality and employee performance. Specifically, employees with higher emotional intelligence tend to experience a more substantial positive impact of workplace spirituality on their performance.

Stoyanova-Bozhkova et al. (2020) suggest that EI can positively contribute to enhancing staff satisfaction, motivation, and overall business productivity within the industry. The study emphasizes the importance of fostering quality relationships among staff members and highlights the crucial role that middle management plays in achieving this within an organization. Based on the qualitative inquiry, the authors propose a conceptual model that outlines the role of managers' EI in creating a competitive advantage for their organizations.

Haricharan (2022) finds significant positive correlations between leadership performance and all four clusters of EI competencies: self-awareness, self-management, social awareness, and relationship management. Among the 12 EI competencies examined, adaptability, inspirational leadership, emotional self-awareness, and positive outlook displayed the strongest correlations with leadership performance. Moreover, there is a significant negative relationship between the managers' competency gap (the difference between their self-assessment and the assessment by others) and their performance. This suggests that when the gap between self-assessment and others' assessment of EI competencies is smaller, leadership performance tends to be better.

Djofang and Fofack (2022) find that there is a positive and significant association between EI and transformational leadership. EI shows a positive but insignificant correlation with transactional leadership. While the correlation is positive, it does not reach statistical significance, indicating that the relationship between EI and transactional leadership is weaker. EI displayed a negative and insignificant correlation with laissez-faire leadership. This implies that there is no significant relationship between EI and laissez-faire leadership among the participants. Both transformational and transactional leadership styles are positively and significantly associated with leadership effectiveness. In contrast, laissez-faire leadership has a negative and insignificant correlation with leadership effectiveness. Finally, research indicates that effective leaders are more likely to have higher EI.

Turner and Merriman (2022) find that CHROs' cultural intelligence would have an indirect impact on the establishment of diversity management practices. This indirect effect is mediated by CHROs' propensity for transformational leadership behaviors directed towards other Top Management Team (TMT) members to garner support for diversity management practices.

2.2.2 Related Studies Conducted in China

Lin et al. (2023), investigating the influence of employee characteristics and leader-perceived threats on empowering leadership based on 357 samples, found that employee ethical behavior was identified as more influential than work performance in predicting empowering leadership. Leader trust played a crucial role in connecting employee ethical behavior and work performance with empowering

leadership, highlighting its importance in the leadership dynamic. Leader-perceived power threats had a negative impact on empowering leadership, and they also reduced the positive effect of leader trust on empowering leadership.

Xianjun (2022) conducted a research study aimed at developing a framework for assessing leadership effectiveness in the educational sector. He discovers that awareness of emotional intelligence, encompassing its five dimensions — self-awareness, self-regulation, motivation, empathy, and social skills —is a crucial metric for measuring the effectiveness of leadership.

Xuejing (2022) focuses on exploring the relationship between organizational culture and leadership effectiveness in Chinese higher education institutions. The findings of this research indicate that the organizational culture, specifically clan cultures, adhocracy cultures, hierarchical cultures, and market cultures, has influenced the effectiveness of leadership in Chinese higher education institutions.

Duan et al. (2022) examine the relationship between emotional intelligence and high-performance leadership among Chinese women leaders, with a specific focus on the mediating role of organizational culture. Based on survey data from 290 women leaders in the Ningxia Hui Autonomous Region's private and public sectors in Northwest China, the study reveals that emotional intelligence has a positive influence on women's leadership performance in China, indicating that women leaders with higher levels of emotional intelligence tend to exhibit better leadership performance. Furthermore, it is observed that organizational culture not only positively influences high-performance leadership but also mediates the relationship between emotional intelligence and high-performance leadership among women leaders in China. This suggests that a strong organizational culture can enhance and reinforce the impact of emotional intelligence on leadership effectiveness.

Lin et al. (2022) investigate the impact of Entrepreneurial Spirituality (ES) on business performance among private enterprise executives in Fujian, China. The key findings of the study are that responsibility has the highest score among ES elements, followed by innovation, proactiveness, and risk-taking. Additionally, the study notes that women tend to score slightly higher in ES than men, and entrepreneurs with higher levels of education also have higher ES scores. Based on structural equation modeling

(SEM) and regression equation models, the findings indicate that ES has a positive impact on enterprise performance, highlighting the importance of entrepreneurial spirituality. Different elements of ES have varying effects on business performance, with innovation and proactiveness playing the most significant roles. Interestingly, an inverted U-shaped relationship is observed between innovation, risk-taking, and business performance.

Lee et al. (2022) studied the effects of leader emotional intelligence, leadership styles (transformational and transactional), organizational commitment, and trust on job performance. A questionnaire administered in the real estate brokerage industry in Kaohsiung City, Taiwan, with 348 valid responses out of 980 questionnaires, reveals that leader emotional intelligence has a significant and positive effect on trust in supervisors. Transformational leadership and trust within a team are found to have significant and positive effects on job performance. Organizational commitment has a significant and positive effect on job performance. Employees who are committed to their organization are more likely to excel in their roles.

Regarding the mediating role of trust, we identify trust within a team as a mediator between the emotional intelligence of leaders and job performance. This means that leaders' emotional intelligence influences job performance partially through its impact on team trust. Transactional leadership does not have a direct, positive, and significant effect on employee job performance. However, the study noted that trust in the workplace, which is influenced by a leader's leadership style (including transactional leadership), can indirectly boost team morale and job performance.

Su et al. (2021) conducted a study examining the impact of ethical leadership on employees' knowledge-sharing behaviors. The research, grounded in social exchange theory and social learning theory, investigates the dual-mediating effects of positive reciprocity and moral efficacy on this relationship. Utilizing a questionnaire-based survey in China and structural equation modeling for data analysis, the study reveals that ethical leadership has a positive impact on followers' knowledge sharing. Furthermore, it is discovered that both positive reciprocity and moral efficacy significantly mediate this relationship and are equally important in explaining how ethical leadership affects followers' knowledge sharing.

Chen et al. (2021) conducted a multiple case study to define, conceptualize, and measure organizational resilience. Based on 526 samples obtained from six highly resilient companies —Southwest Airlines, Apple, Microsoft, Starbucks, Kyocera, and Lego —the results of the study reveal that organizational resilience encompasses five dimensions: capital resilience, strategic resilience, cultural resilience, relationship resilience, and learning resilience. The newly developed measurement scale demonstrated good reliability and validity, offering a more comprehensive understanding of organizational resilience.

CHAPTER III
RESEARCH METHODOLOGY

3.1 Research Design

The primary purpose of this study is to identify the factors influencing leadership effectiveness, focusing on demographic factors, emotional intelligence, cultural diversity in organizations, communication strategies, and leadership styles. The research employs a cross-sectional survey research design aimed at collecting data related to individuals' characteristics and their opinions about leadership effectiveness. The study, based on quantitative methods, comprises a sample of individuals from diverse demographic backgrounds, including aspects such as gender, marital status, age, educational level, monthly income, and work experience. Research data were collected through an online questionnaire survey.

3.2 Samples and Sample Size

3.2.1 Population

The population for this research is the employees working in Fuzhou City, Fujian Province, China, across various sectors and organizational types. This population is characterized by its cultural diversity, which provides a rich context for examining leadership dynamics. The population in this study is unlimited.

3.2.2 Samples

The sample size in this study is determined based on statistical considerations, such as the desired level of precision, the confidence level, and the estimated variability within the population. The objective is to ensure a sample representative enough for generalizable conclusions within the study's scope. By applying the Yamane formula, with a 95% confidence level and a 5% margin of error, the approximate sample sizes for all groups are calculated. Applying this formula to the infinite population of employees in Fuzhou City, a total sample size of approximately 400 units is obtained from the Yamane table (Yamane, 1967). The total sample size of approximately 400 individuals ensures the study remains comprehensive and feasible

while still being statistically valid and representative of the various segments within the research population. This methodological rigor is crucial for the validity and reliability of the study's findings, particularly given the focus on management effectiveness and emotional intelligence in diverse workplaces. However, to make the solution more precise, the sample size in this study is increased to 500 units.

3.2.3 Sampling Methods

The sampling method used in this study is non-probability sampling, specifically convenience sampling, due to the previously explained infinite population.

3.3 Data Collection

The primary method for data collection is the use of structured surveys. The surveys were designed to capture quantitative data on the aspects of emotional intelligence, leadership effectiveness, team performance, employee satisfaction, and diversity management practices. This study requires ethical considerations. Ethical guidelines were strictly followed throughout the sample selection process. Participants' privacy and confidentiality were maintained, and informed consent was obtained from all participants prior to their participation. Participation in the study is voluntary, with no adverse consequences for those who choose not to participate.

We have set the total sample size for the study at approximately 500 individuals. This size is considered sufficient to provide statistically significant results while being feasible for thorough data collection and analysis. The sample selection process is designed to ensure that the study's findings are based on data that is representative of the diverse nature of workplaces in Fuzhou City.

3.4 Research Instruments

The construction of research instruments is a pivotal aspect of this study. These instruments are designed to gather quantitative data pertinent to the study's objectives. Here is an outline of how the research instruments were constructed. The questionnaire began with a brief introduction that explained the purpose of the study, its significance, and how the data would be used. It should also assure respondents of their anonymity and the confidentiality of their responses.

The questionnaires are composed of six sections: Section 1, demographic factors; Section 2, emotional intelligence; Section 3, cultural diversity in the organization; Section 4, communication strategies; Section 5, leadership styles; and Section 6, leadership effectiveness indicators (See Appendix 1).

3.5 Reliability and Validity of the Questionnaires

3.5.1 Validity of the Questionnaires

To establish the validity of the questionnaires, the following steps were undertaken:

1. Expert Review: The instrument, particularly the questionnaire, was reviewed by experts in leadership, emotional intelligence, and organizational behavior. They assessed the content validity, ensuring that the questionnaire items were relevant, clearly phrased, and culturally appropriate for the diverse workplace context.

2. Item Objective Congruence (IOC) Analysis: This systematic method quantified the alignment of each questionnaire item with the study's objectives. Experts rated each item based on how well it met the intended objective, enhancing the content validity of the instrument. These steps ensure the questionnaire is both theoretically sound and practically relevant to leadership effectiveness in diverse workplace settings. This process is crucial for producing reliable and meaningful research outcomes.

Validity concerns the extent to which a research instrument accurately measures what it is intended to measure, ensuring the accuracy and credibility of research outcomes. Types of validity are as follows:

Content Validity: Ensure the questionnaire comprehensively covers aspects of emotional intelligence, cultural diversity, communication strategies, and leadership effectiveness. Expert reviews can help confirm that all relevant areas are included.

Construct Validity: Employ statistical methods, such as factor analysis, to confirm that the questionnaire accurately measures the theoretical constructs of leadership effectiveness across diverse environments.

Criterion Validity: Correlate the instrument with established measures in similar fields to validate its effectiveness in predicting leadership outcomes.

Face Validity: Ensure that, at face value, the questionnaire appears to measure the intended aspects of leadership and emotional intelligence accurately.

In this study, the content validity of the questionnaires was tested using IOC (item-objective congruence); that is, one method to quantitatively measure content experts' judgments of items to evaluate the fitness between test items and the table of specifications.

+1 - The question is consistent with the content of the measurement objective.

0 - Not sure if the question is consistent with the content of the measurement objective.

-1 -The question is not consistent with the content of the measurement objective.

The results of all expert evaluations are used to calculate the IOC index according to the formulas of Rovinelli and Hambleton (1977) as follows:

IOC = $\Sigma R/N$

ΣR = total rating score from all experts for each question

N = number of experts.

If the calculated IOC index is greater than or equal to 0.5, it is considered that the questions are measured in accordance with the research objectives. Therefore, the questions are chosen. If any question has a value that does not meet the 0.5 criterion and it is necessary to use that question, then it was revised again according to the advice of experts. In this study, the validity of the questionnaires assessing emotional intelligence, cultural diversity in organizations, communication strategies, leadership styles, and leadership effectiveness is demonstrated in Appendix 2.

3.5.2 Reliability of the Questionnaires

The researcher conducted the reliability test with 30 participants to evaluate the consistency and stability of the questionnaires used in this study. Cronbach's alpha coefficients are calculated to evaluate the internal consistency of the scales. According to Hair et al. (2010), a Cronbach's alpha value of 0.70 or higher indicates acceptable reliability. The pretest process was done by using the developed questionnaires to perform reliability tests. The reliability test used Cronbach's alpha to assess the stability of the scale and the accuracy of measurement variables.

Test-Retest Reliability: This involved administering the same survey or instrument to the same group at different times to ensure consistency in responses, which is particularly important for aspects such as emotional intelligence and cultural diversity.

Internal Consistency: This is assessed using Cronbach's alpha to determine if different items on the questionnaire, which are intended to measure the same concept, actually correlate well with each other.

Inter-rater Reliability: Although more relevant to qualitative research, this concept can also be applied in analyzing open-ended responses, ensuring that different reviewers provide consistent ratings or interpretations of qualitative data.

Each type of reliability was carefully considered and tested to ensure the research instruments are dependable and produce repeatable results (See Appendix 3).

3.6 Research Analysis

This study employs a quantitative analysis, utilizing both descriptive statistics and inferential statistics.

3.6.1 Descriptive Statistics

As far as descriptive statistics are concerned, this study utilizes the absolute frequency, percent frequency, arithmetic mean, and standard deviation, which can be classified as follows: The absolute frequency and percent frequency are presented for demographic factors. With respect to emotional intelligence, cultural diversity in organizations, communication strategies, leadership styles, and leadership effectiveness, the following descriptive statistics—absolute frequency, percent frequency, arithmetic mean, and standard deviation — are presented in this study.

For the arithmetic mean, results obtained from emotional intelligence, cultural diversities in organizations, communication strategies, leadership styles, and leadership effectiveness are not precisely equal to the discrete numbers (1, 2, 3, 4, and 5) as classified in the questionnaires. It is calculated in terms of continuous numbers with a decimal that must be interpreted as related to the questionnaires' objective.

According to Best (1970), the criteria for interpreting these arithmetic means are as follows:

The arithmetic mean of 1.00–1.49 is at the strongly disagree level.

The arithmetic mean of 1.50–2.49 is at the disagree level.

The arithmetic mean of 2.50–3.49 is in the neutral level.

The arithmetic mean of 3.50–4.49 is at the agree level.

An arithmetic mean of 4.50–5.00 is in the strongly agree level.

However, in this study, the criteria for interpreting the arithmetic means are designed to cover all possibilities of results, which include infinite digits, not only two digits as proposed by Best (1970) and mentioned above. To calculate the arithmetic mean of the continuous data, there should be no gap between the upper-class limit of the first class and the lower limit of the second class. That is, the upper-class limit of the first class should be the same number as the lower limit of the second class (Weiers, 2011). The original Likert scale (1, 2, 3, 4, and 5) should be treated as the mid-point of the class; therefore, the reasonable criteria for interpreting the Likert scale mean are as follows.

The arithmetic mean between 0.5 and 1.5 is at the strongly disagree level.

The arithmetic mean between 1.5 and 2.5 is at the disagree level.

The arithmetic mean between 2.5 and 3.5 is at the neutral level.

The arithmetic mean between 3.5 and 4.5 is at the agree level.

The arithmetic mean between 4.5 and 5.5 is at the strongly agree level.

3.6.2 Inferential Statistics

For inferential statistics, various statistical tests are applied according to the hypothesis.

Hypothesis 1: Differences in demographic factors generate differences in leadership effectiveness.

- An independent samples t-test is used to compare the genders.

- One-way ANOVA is applied for other classifications of demographic factors.

Hypothesis 2: Emotional intelligence influences leadership effectiveness.

- Multiple linear regression analysis is used.

Hypothesis 3: Cultural diversity in organizations' influences on leadership effectiveness.

- Multiple linear regression analysis is used.

Hypothesis 4: Communication strategies influence leadership effectiveness.

- Multiple linear regression analysis is used.

Hypothesis 5: Leadership styles influence leadership effectiveness

- Multiple linear regression analysis is used.

Hypothesis 6: Emotional intelligence, cultural diversity in the organization, communication strategies, and leadership styles' influences on leadership effectiveness

- Multiple linear regression analysis is used.

CHAPTER IV

ANALYSIS RESULT

4.1 Research Finding (The Descriptive Statistics)

4.1.1 Demographic Factors

(1) One-Factor Analysis

The demographic factors, including gender, marital status, age, educational level, monthly income, and work experience, are presented in Table 4.1.

Table 4.1 The Frequency and Percent Frequency Classified by Demographic Factor

Demographic Factor	Classification	Frequency	% Frequency
1. Gender	Male	205	41.00
	Female	295	59.00
2. Marital Status	Single	164	32.80
	Married	272	54.40
	Divorced/Widowed/Separated	64	12.80
3. Age	20 but less than 25 years old	45	9.00
	25 but less than 35 years old	74	14.80
	35 but less than 45 years old	235	47.00
	45 but less than 55 years old	114	22.80
	55 years old and more	32	6.40
4. Educational Level	Junior High School	56	11.20
	High School	115	23.00
	Bachelor's degree	207	41.40
	Master's degree	95	19.00
	Ph.D. and higher	27	5.40
5. Monthly Income	Less than 5,000 RMB	91	18.20
	5,000 but less than 10,000 RMB	115	23.00
	10,000 but less than 15,000 RMB	156	31.20
	15,000 but less than 20,000 RMB	82	16.40
	20,000 RMB and more	56	11.20
6. Working Experiences	Less than 3 years	85	17.00
	3 but less than 5 years	115	23.00
	5 but less than 10 years	134	26.80
	10 but less than 15 years	130	26.00
	15 years or more	**36**	**7.20**
Total		**400**	**100.00**

It is evident from Table 4.1 that most respondents are female, accounting for approximately 59.00%, while males comprise about 41.00%. Many of the respondents are married, accounting for approximately 54.40%, followed by those in single status, as well as those who are divorced, widowed, or separated. The age group of 35 but less than 45 years old takes the highest share, approximately 47.00%, followed by the age group of 45 but less than 55 years old, and then the age group of 25 but less than 35 years old, respectively. At the same time, the lowest percentage belongs to the age group of 55 years and older. Regarding their educational level, most respondents hold a bachelor's degree, with a percentage of approximately 41.40%, followed by high school and master's degrees, respectively, with the smallest percentage for Ph.D. and higher degrees. According to their monthly income, approximately 31.20% of respondents earn between 10,000 and 15,000 RMB, followed by those earning between 5,000 and 10,000 RMB, and those earning less than 5,000 RMB, respectively. Earning 20,000 RMB and more accounts for only 11.20% of all respondents. As far as work experience is concerned, most respondents have been working for 5 years or less, accounting for about 31.20%. This is followed by 10 years or less, and 3 years or less, with the lowest percentage for 15 years or more.

(2) Two-Factor Analysis

Table 4.2a The Frequency and Percent Frequency Classified by Gender and Marital Status

Gender	Marital Status			Total
	Single	Married	Divorced	
Male	77	105	23	205
	(15.40%)	(21.00%)	(4.60%)	(41.00%)
Female	87	167	41	295
	(17.40%)	(33.40%)	(8.20%)	(59.00%)
Total	164	272	64	500
	(32.80%)	(54.40%)	(12.80%)	(100.00%)

Table 4.2a shows that most male respondents are married, representing approximately 21.00% of the total population, or 51.22% of the total males. On the contrary, only 4.60% of the total population, or 11.22% of the total males, are divorced, widowed, or separated. Similar results obtained from female respondents indicate that most are married, accounting for approximately 33.40% of the total population, or

56.10% of the total female population. However, on the other hand, divorced/widowed/separated women indicate only 8.20 % of the total population or 13.90 % of the total number of females.

Table 4.2b The Frequency and Percent Frequency by Gender and Age

Gender	Age					Total
	20 but less than 25	25 but less than 35	35 but less than 45	45 but less than 55	55 and more	
Male	19	26	99	53	8	205
	(3.80%)	(5.20%)	(19.80%)	(10.60%)	(1.60%)	(41.00%)
Female	26	48	136	61	24	295
	(5.20%)	(9.60%)	(27.20%)	(12.20%)	(4.80%)	(59.00%)
Total	45	74	235	114	32	500
	(9.00%)	(14.80%)	(47.00%)	(22.80%)	(6.40%)	(100.00%)

From Table 4.2b, it can be seen that the majority of male respondents are in the age group of 35 to 45, accounting for approximately 19.80% of the total population, or 48.29% of the total males. On the contrary, males aged 55 years and older account for only 1.60% of the population, or 3.90% of the total male population. Similar results are found in the case of females, where most female respondents are between 35 and 45 years old, representing approximately 27.20% of the total population, or 46.10% of the total female population. On the other hand, women aged 55 and older account for only 4.80% of the total population, or 8.14% of the total female population.

Table 4.2c The Frequency and Percent Frequency Classified by Gender and Educational Level

Gender	Educational Level					Total
	Junior High School	High School	Bachelor's degree	Master's degree	Ph.D. and Higher	
Male	27	51	69	46	12	205
	(5.40%)	(10.20%)	(13.80%)	(9.20%)	(2.40%)	(41.00%)
Female	29	64	138	49	15	295
	(5.80%)	(12.80%)	(27.60%)	(9.80%)	(3.00%)	(59.00%)
Total	45	74	235	114	32	500
	(9.00%)	(14.80%)	(47.00%)	(22.80%)	(6.40%)	(100.00%)

As shown in Table 4.2c, most male respondents hold bachelor's degrees, accounting for approximately 13.80% of the total population, or about 33.66% of the total male population. On the contrary, only 2.40% of the total population, or 5.85% of the total male population, hold Ph.D.'s and higher Degrees. Similar results are obtained for females. Most female respondents hold bachelor's degrees, accounting for approximately 27.60% of the total population, or 46.78% of the total female population. On the other hand, women with Ph. D.s and higher degrees account for only 3.00% of the total population, or 5.08% of the total number of females.

Table 4.2d The Frequency and Percent Frequency Classified by Gender and Monthly Income

Gender	Monthly Income					Total
	Less than 5,000 RMB	5,000 but less than 10,000 RMB	10,000 but less than 15,000 RMB	15,000 but less than 20,000 RMB	20,000 RMB and more	
Male	49 (9.80%)	33 (6.60%)	76 (15.20%)	32 (6.40%)	15 (3.00%)	205 (41.00%)
Female	42 (8.40%)	82 (16.40%)	80 (16.00%)	50 (10.00%)	41 (8.20%)	295 (59.00%)
Total	91 (18.20%)	115 (23.00%)	156 (31.20%)	82 (16.40%)	56 (11.20%)	500 (100.00%)

Table 4.2d shows that most male respondents earning between 10,000 and 15,000 RMB per month account for approximately 15.20% of the total population, or 37.07% of the total male population. On the contrary, only 3.00% of the total population, or 7.32% of the total male population, earns a monthly income of 20,000 RMB or more. Most female respondents earn between 5,000 and 10,000 RMB, accounting for approximately 16.40% of the total population or 27.80% of females. On the other hand, only 8.20% of the total population, or 13.90% of the total number of females, have a monthly income of 20,000 RMB or more.

Table 4.2e The Frequency and Percent Frequency Classified by Gender and Working Experiences

Gender	Working Experiences					Total
	Less than 3 Years	3 but less than 5 Years	5 but less than 10 Years	10 but less than 15 Years	15 Years and more	
Male	44 (8.80%)	55 (11.00%)	60 (12.00%)	32 (6.40%)	14 (2.80%)	205 (41.00%)
Female	41 (8.20%)	60 (15.00%)	74 (14.80%)	98 (19.60%)	22 (4.40%)	295 (59.00%)
Total	85 (17.00%)	115 (23.00%)	134 (26.80%)	130 (26.00%)	36 (7.20%)	500 (100.00%)

Table 4.2e shows that most male respondents have 5 to 10 years of working experience, representing approximately 12.00% of the total population or 29.27% of males. On the contrary, only 2.80% of the total population, or 6.83% of males, have 15 years or more of working experience. Most female respondents have 10 but fewer than 15 years of working experience, accounting for approximately 19.60% of the total population, or about 33.22% of females. On the other hand, females with 15 years or more of work experience account for only 4.40% of the total population, or 7.46% of females.

4.1.2 Emotional Intelligence

Table 4.3 Descriptive Statistics of Emotional Intelligence

Classification	Mean	S.D.	Mean Rank	Meaning
Self-awareness	3.8672	.64541	2	Agree
Self-regulation	3.9322	.74176	1	Agree
Motivation	3.7624	.68764	4	Agree
Empathy	3.4630	.57368	5	Agree
Social Skills	3.8402	.68555	3	Agree
Emotional Intelligence	3.7730	.61523	-	Agree

The results obtained from Table 4.3 reveal that self-regulation is the most essential characteristic, with a mean of approximately 3.9322, followed by self-awareness with a mean of 3.8672, social skills with a mean of 3.8402, and motivation with a mean of 3.7624. Empathy, with a mean of 3.4630, takes the lowest ranking. For overall emotional intelligence, a mean of approximately 3.7730 is recorded, which falls on the agreeable level. The details of each classification are presented in Tables 4.3a, 4.3b, 4.3c, 4.3d, and 4.3e.

Table 4.3a Descriptive Statistics of Self-Awareness

Classification	Item	Mean	Rank	S.D.	Meaning
Self-awareness	7.1 I know what makes me happy.	3.62	10	1.131	Agree
	7.2 I know when I am happy.	3.85	6	1.148	Agree
	7.3 I always know when I am being unreasonable.	3.98	4	1.019	Agree
	7.4 I realize immediately when I lose my temper.	3.70	9	1.196	Agree
	7.5 I usually recognize when I am stressed.	3.91	5	1.121	Agree
	7.6 Awareness of my own emotions is critical to me at all times.	3.84	8	1.103	Agree
	7.7 When I feel anxious, I generally can account for the reason(s).	4.35	1	.985	Agree
	7.8 I am aware of when I am being 'emotional'.	4.06	3	1.107	Agree
	7.9 I can tell if someone has upset or annoyed me.	4.16	2	1.027	Agree
	7.10 I can let anger 'go' quickly so that it no longer affects me.	3.85	6	1.240	Agree

From Table 4.3a, it is evident that "When I feel anxious, I generally can account for the reason(s)" is the most important aspect of self-awareness, followed by *"I can tell if someone has upset or annoyed me" and "I am aware of when I am being emotional".* The lowest-ranking aspect is *"I know what makes me happy".*

Table 4.3b Descriptive Statistics of Self-Regulation

Classification	Item	Mean	S.D.	Rank	Meaning
Self-regulation	8.1 I can 'reframe' bad situations quickly.	3.63	1.115	10	Agree
	8.2 I can consciously alter my frame of mind or mood.	3.87	1.111	6	Agree
	8.3 I can suppress my emotions when necessary.	3.98	1.003	3	Agree
	8.4 I do not wear my 'heart on my sleeve'.	3.74	1.137	8	Agree
	8.5 I do not let stressful situations or people affect me once I have left work.	3.95	1.054	4	Agree
	8.6 I rarely worry about work or life in general.	3.70	1.025	9	Agree
	8.7 I rarely 'fly off the handle' at other people.	4.09	.915	1	Agree
	8.8 Others can rarely tell what kind of mood I am in.	3.80	1.050	7	Agree
	8.9 Others often do not know how I am feeling about things.	3.91	.976	5	Agree
	8.10 Difficult people do not annoy me.	3.99	.946	2	Agree

Regarding self-regulation in Table 4.3b, it has been observed that "*I rarely 'fly off the handle' at other people*" is the most important aspect, followed by "*Difficult people do not annoy me*" and "*I can suppress my emotions when I need to*." The lowest-ranking aspect is "*I can 'reframe' bad situations quickly*".

Table 4.3c Descriptive Statistics of Motivation

Classification	Item	Mean	S.D.	Rank	Meaning
Motivation	9.1 I can always motivate myself to do complex tasks.	3.42	1.206	10	Agree
	9.2 I am usually able to prioritize important tasks at work and attend to them.	3.60	1.198	8	Agree
	9.3 I always meet deadlines.	4.12	.958	1	Agree
	9.4 I never waste time.	3.78	1.117	5	Agree
	9.5 I do not prevaricate.	3.91	1.019	3	Agree
	9.6 I can always motivate myself even when I feel low.	3.99	1.024	2	Agree
	9.7 I believe you should do the difficult things first.	3.62	1.129	7	Agree

Table 4.3c Descriptive Statistics of Motivation (continued)

Classification	Item	Mean	S.D.	Rank	Meaning
	9.8 I believe in 'Actions these Days'.	3.75	1.121	6	Agree
	9.9 Delayed gratification is a virtue that I hold to.	3.90	1.008	4	Agree
	9.10 Motivation has been the key to my success.	3.54	1.157	9	Agree

Regarding the motivation aspect, the results shown in Table 4.3c indicate that "*I always meet deadlines*" is the most important aspect, followed by "*I can always motivate myself even when I feel low*" and "*I do not prevaricate*". The lowest-ranking aspect is "*I can always motivate myself to do difficult tasks*".

Table 4.3d Descriptive Statistics of Empathy

Classification	Item	Mean	S.D.	Rank	Meaning
	10.1 I am always able to see things from the other person's viewpoint.	3.77	1.082	7	Agree
	10.2 I excel at empathizing with someone else's problems.	3.67	1.070	8	Agree
	10.3 I can tell if someone is not happy with me.	4.07	.877	1	Agree
	10.4 I can tell if a group of people is not getting along with each other.	3.82	1.015	6	Agree
Empathy	10.5 I usually understand why people are being difficult towards me.	3.93	.933	4	Agree
	10.6 I can sometimes see things from others' perspectives.	3.97	.952	2	Agree
	10.7 I understand when I am being unreasonable.	3.95	.927	3	Agree
	10.8 I can understand why my actions sometimes offend others.	3.83	1.021	5	Agree
	10.9 Reasons for disagreements are always clear to me.	3.62	1.045	9	Agree
	10.10 Other individuals are not 'difficult', just 'different'.	3.60	1.053	10	Agree

Regarding the empathy concept in Table 4.3d, "*I can tell if someone is not happy with me*" is observed as the most important aspect, followed by "*I can sometimes see things from others' point of view*" and "*I understand when I am being*

unreasonable". For "*Other individuals are not 'difficult' just 'different*," it is recorded as the lowest possible significance of empathy.

Table 4.3e Descriptive Statistics of Social Skills

Classification	Item	Mean	S.D.	Rank	Meaning
Social Skills	11.1 I am an excellent listener.	3.78	1.065	6	Agree
	11.2 I never interrupt other people's conversations.	3.69	1.051	8	Agree
	11.3 I am skilled at adapting to and getting along with a diverse range of people.	4.24	.993	1	Agree
	11.4 People are the most interesting thing in life for me.	3.95	1.065	4	Agree
	11.5 I love to meet new people and get to know what makes them 'tick'.	4.05	.988	3	Agree
	11.6 I like to ask questions to find out what is important to people.	3.73	1.178	7	Agree
	11.7 I see working with difficult people as a challenge to win them over.	3.44	1.177	10	Agree
	11.8 I am skilled at resolving conflicts with others.	3.63	1.135	9	Agree
	11.9 I generally build solid relationships with those I work with.	4.11	.919	2	Agree
	11.10 I need a variety of work colleagues to make my job interesting.	3.78	1.081	5	Agree

In terms of social skills in Table 4.3e, "*I am good at adapting and mixing with a variety of people*" is seen as the most important aspect, followed by "*I generally build solid relationships with those I work with*" and "*I love to meet new people and get to know what makes them tick*". The least important aspect is "*I see working with difficult people as a challenge to win them over*."

4.1.3 Cultural Diversity in Organizations

Table 4.4 Descriptive Statistics of Cultural Diversity in Organizations

Classification	Mean	S.D.	Mean Rank	Meaning
Diversity	3.9117	.77432	1	Agree
Equity	3.8454	.65897	2	Agree
Inclusion	3.8360	.78421	3	Agree
Belonging	3.8209	.70546	4	Agree
Cultural Diversity in Organizations	3.8535	.60786	-	Agree

The results obtained from Table 4.4 indicate that 'diversity' is the most essential characteristic, with a mean of approximately 3.9117, followed by 'equity' with a mean of 3.8454. Inclusion has a mean of 3.8360, and 'belonging' has its mean value as 3.8209. For the overall cultural diversity in the organization, a mean value of 3.8535 is recorded, indicating a high level of agreement. The details of each classification are presented in Tables 4.4a, 4.4b, 4.4c, and 4.4d.

Table 4.4a Descriptive Statistics of Diversity

Classification	Item	Mean	S.D.	Rank	Meaning
Diversity	12.1 Do you think our company has a diverse workforce?	4.03	1.034	2	Agree
	12.2 Our company fosters a positive and inclusive environment, regardless of an individual's sexual orientation, race, age, nationality, or disability status.	4.07	1.014	1	Agree
	12.3 Do you think our company considers job applications from diverse groups equally?	3.77	1.159	6	Agree
	12.4 Do you feel valued for the work you complete, regardless of your sexual identity, race, disability, or nationality?	3.89	1.143	5	Agree
	12.5 Do you ever feel unconscious biases within our workplace culture?	4.00	1.011	3	Agree

Table 4.4a Descriptive Statistics of Diversity (continued)

Classification	Item	Mean	S.D.	Rank	Meaning
	12.6 Have you ever felt uncomfortable discussing your race, nationality, gender identity, or disability with anyone at work?	3.72	1.157	7	Agree
	12.7 Do you think our company encourages diverse perspectives and ideas?	3.90	1.093	4	Agree

As far as diversity in Table 4.4a is concerned, it can be deduced that "Our company promotes a good inclusive environment regardless of sexual orientation, race, age, nationality, or disability status" is the most important aspect, followed by "Do you think our company has a diverse workforce?" and "Do you ever feel unconscious biases within our workplace culture?" The lowest-ranking aspect is "Have you ever felt uncomfortable discussing your race, nationality, gender identity, or disability with anyone at work?"

Table 4.4b Descriptive Statistics of Equity

Classification	Item	Mean	S.D.	Rank	Meaning
	13.1 Managers provide equal opportunities to people from diverse backgrounds.	3.75	1.041	6	Agree
	13.2 Our company's career progression system offers equitable opportunities for career growth among all employees.	4.10	.930	1	Agree
	13.3 Do you think everyone gets treated fairly within our organization?	3.77	1.065	4	Agree
Equity	13.4 Have you ever noticed favoritism in the workplace?	3.91	.986	3	Agree
	13.5 Does your management team support the needs of employees with disabilities?	3.97	.981	2	Agree
	13.6 Does your management practice transparent communication for everyone with regards to pay, promotions, and opportunities?	3.65	1.084	7	Agree
	13.7 Does your supervisor show a commitment to workplace equity?	3.77	1.081	4	Agree

Concerning equity, the data in Table 4.4b suggest that "Our company's career progression system offers equitable opportunities for career growth among all employees" is the most important aspect, followed by "Does your management team support disabled employees' needs?" and "Have you ever noticed favoritism in the workplace?" Meanwhile, the lowest-ranking aspect is "Does your management practice transparent communication for everyone regarding pay, promotions, and opportunities?"

Table 4.4c Descriptive Statistics of Inclusion

Classification	Item	Mean	S.D.	Rank	Meaning
	14.1 The senior leadership team prioritizes initiatives that promote inclusion.	3.84	.991	4	Agree
	14.2 Do you feel comfortable sharing your opinions and ideas with coworkers and managers, even if they differ?	3.50	1.132	7	Agree
	14.3 I feel included in the decisions that impact the business.	3.73	1.081	5	Agree
Inclusion	14.4 Are you confident in sharing your opinions with management, even when they contradict the norm?	3.64	1.059	6	Agree
	14.5 Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?	4.22	1.034	1	Agree
	14.6 Have you ever felt left out or excluded from certain activities in the workplace?	3.89	1.111	3	Agree
	14.7 Are you comfortable voicing your opinions and concerns at work?	4.02	1.034	2	Agree

In terms of inclusion, the data in Table 4.4c indicate that "Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?" is the most important aspect, followed by "Are you comfortable voicing your opinions and concerns at work?" and "Have you ever felt left out or excluded from certain activities in the workplace?" The least important is "Do

you feel comfortable sharing your opinions and ideas with coworkers and managers, even if they differ?"

Table 4.4d Descriptive Statistics of Belonging

Classification	Item	Mean	S.D.	Rank	Meaning
Belonging	15.1 Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?	3.76	1.110	5	Agree
	15.2 Do you feel a sense of ownership over your work?	3.50	1.119	7	Agree
	15.3 I can depend on my coworkers.	3.63	1.094	6	Agree
	15.4 Do you feel like you belong to this company?	4.10	.893	1	Agree
	15.5 Our company's mission inspires me to strive for excellence in my work.	3.82	1.024	4	Agree
	15.6 Can you see yourself working for this company in the next two years?	3.94	.953	3	Agree
	15.7 Have you ever hesitated to express your authentic self at work?	4.00	.892	2	Agree

Regarding the belonging aspect, Table 4.4d shows that "Do you feel like you belong to this company?" is the most important aspect, followed by "Have you ever hesitated to express your authentic self at work?" and "Can you see yourself working for this company in the next two years?" The lowest-ranking aspect is "Do you feel a sense of ownership over your work?"

4.1.4 Communication Strategies

Table 4.5 Descriptive Statistics of Communication Strategies

Classification	Mean	S.D.	Rank	Meaning
Awareness and Understanding	3.8512	.78815	3	Agree
Communication Quality	3.8984	.67956	2	Agree
Accessibility	3.8124	.80206	4	Agree
Employee Engagement	4.0520	.82623	1	Agree
Communication Strategies	3.9035	.67391	-	Agree

The data in Table 4.5 suggest that employee engagement plays the most important role in communication strategies, with a mean of approximately 4.0520, followed by communication quality, awareness and understanding, and lastly, accessibility. Overall, the mean of the communication strategies is recorded as 3.9035, which falls on the agreeable level.

Table 4.5a Descriptive Statistics of Awareness and Understanding

Classification	Item	Mean	SD	Rank	Meaning
Awareness and Understanding	16.1 Do you understand how your role contributes to the company's success?	3.63	1.115	5	Agree
	16.2 Do you think that you are aware of what is expected of you in your role?	3.95	.983	2	Agree
	16.3 Do you think that you are up to date with your company's news and developments?	3.98	1.003	1	Agree
	16.4 Do you feel like you have access to the correct information to do your job?	3.74	1.137	4	Agree
	16.5 Are there any communication methods that you think would be beneficial for the organization but are not currently in use?	3.95	1.054	2	Agree

In terms of awareness and understanding, the data in Table 4.5a shows that "Do you feel like you are kept up to date with your company's news and developments?" is the most important aspect, followed by "Are there any communication methods that you think would be beneficial for the organization but are not currently in use?" and "Do you think that you are aware of what is expected of you in your role?" The least important aspect is "Do you understand how your role contributes to the company's success?"

Table 4.5b Descriptive Statistics of Communication Quality

Classification	Item	Mean	S.D.	Rank	Meaning
Communication Quality	17.1 Are there any messages or updates that are difficult to understand?	3.70	1.025	5	Agree
	17.2 Do you think the amount of information being communicated is appropriate?	4.09	.915	1	Agree
	17.3 Are there any topics or conversations that could benefit from more details or clarification?	3.80	1.050	4	Agree
	17.4 The communication methods used by the organization match your preferences and needs.	3.91	.976	3	Agree
	17.5 Are there any topics or conversations that should be discussed more openly or frequently?	3.99	.946	2	Agree

For communication quality, the results obtained from Table 4.5b indicate that "Do you think the amount of information being communicated is appropriate?" is the most important aspect, followed by "Are there any topics or conversations that should be discussed more openly or frequently?" and "The communication methods used by the organization match your preferences and needs." The least substantial is "Are there any messages or updates that are difficult to understand?"

Table 4.5c Descriptive Statistics of Accessibility

Classification	Item	Mean	S.D.	Rank	Meaning
Accessibility	18.1 Are there any channels or methods that you would like to see included in the organization's communication strategy?	3.62	1.131	5	Agree
	18.2 Do you think that the information is easily accessible when you need it?	3.85	1.148	2	Agree

Table 4.5c Descriptive Statistics of Accessibility (continued)

Classification	Item	Mean	S.D.	Rank	Meaning
	18.3 Do you think that all employees are given an equal opportunity to contribute their ideas or opinions?	3.98	1.019	1	Agree
	18.4 Are there any communication tools or systems that you think should be improved or updated?	3.70	1.196	4	Agree
	18.5 Do the current communication methods used by the organization meet your needs and expectations?	3.91	1.121	3	Agree

According to accessibility, it is evident from Table 4.5c that "Do you think that all employees are given an equal opportunity to contribute their ideas or opinions?" is the most important aspect, followed by "Do you think that the information is easily accessible when you need it?" and "Do the current communication methods used by the organization meet your needs and expectations?" The least significant is "Are there any channels or methods that you would like to see included in the organization's communication strategy?"

Table 4.5d Descriptive Statistics of Employee Engagement

Classification	Item	Mean	S.D.	Rank	Meaning
	19.1 Are there any areas that could be improved to better support collaboration and engagement?	3.84	1.103	5	Agree
	19.2 Is there anything that could be done to make internal communications more effective and efficient?	4.35	.985	1	Agree
Employee Engagement	19.3 Do you think the current communication methods are contributing to the success of the organization?	4.06	1.107	3	Agree
	19.4 Are there any suggestions that you can give to make internal communications more enjoyable or engaging?	4.16	1.027	2	Agree

Table 4.5d Descriptive Statistics of Employee Engagement (continued)

Classification	Item	Mean	S.D.	Rank	Meaning
	19.5 Are there any topics or conversations that should be discussed more openly or frequently?	3.85	1.240	4	Agree

It can be seen from Table 4.5d that "Is there anything that could be done to make internal communications more effective and efficient?" is the most important aspect, followed by "Are there any suggestions that you can give to make internal communications more enjoyable or engaging?" and "Do you think the current communication methods are contributing to the success of the organization". The least important aspect is "Are there any areas that could be improved to better support collaboration and engagement?"

4.1.5 Leadership Style

Table 4.6 Descriptive Statistics of Leadership Style

Classification	Mean	S.D.	Rank	Meaning
20. Decision-Making Leadership Style	3.7140	.90015	3	Agree
20.1 Participative Leadership	3.42	1.206	(3)	Agree
20.2 Autocratic Leadership	3.60	1.198	(2)	Agree
20.3 Laissez-faire Leadership	4.12	.958	(1)	Agree
21. Everyday Leadership Style	3.8900	.81411	1	Agree
21.1 Consideration Style of Leadership	3.78	1.117	(3)	Agree
21.2 Initiating Structure Style of Leadership	3.91	1.019	(2)	Agree
21.3 Transactional Leadership	3.99	1.024	(1)	Agree
22. Beyond Everyday-Work Leadership Style	3.7580	.83343	2	Agree
22.1 Visionary Leadership	3.62	1.129	(3)	Agree
22.2 Transformational Leadership	3.75	1.121	(2)	Agree
22.3 Empowering Leadership	3.90	1.008	(1)	Agree
23. Value-Based Leadership Style	3.6580	.93148	4	Agree
23.1 Ethical Leadership	3.54	1.157	(3)	Agree
23.2 Authentic Leadership	3.77	1.082	(1)	Agree
23.3 Servant Leadership	3.67	1.070	(2)	Agree
Leadership Style	3.7550	.67723	-	Agree

As far as leadership styles are concerned, the results from Table 4.6 reveal that the everyday leadership style is the most important aspect, with a mean of about

3.8900, followed by the beyond everyday-work leadership style, the decision-making leadership style, and the values-based leadership style, with mean values of 3.7580, 3.7140, and 3.6580 respectively. Overall, the leadership style is at the agree level since its mean value is 3.7550.

4.1.6 Leadership Effectiveness

Table 4.7 Descriptive Statistics of Leadership Effectiveness

Classification	Mean	S.D.	Mean Rank	Meaning
Team Performance	3.8884	.8649	1	Agree
Employee Satisfaction	3.7844	.73449	2	Agree
Conflict Resolution Effectiveness	3.7588	.82767	3	Agree
Leadership Effectiveness	3.8105	.64874	-	Agree

Regarding leadership effectiveness, the results from Table 4.7 indicate that team performance is the most important aspect, with a mean of approximately 3.8884, followed by employee satisfaction and conflict resolution effectiveness, which have mean values of about 3.7844 and 3.7588, respectively. Overall, leadership effectiveness is found to be at the agreeable level, as its mean is approximately 3.8105.

Table 4.7a Descriptive Statistics of Team Performance

Classification	Item	Mean	S.D.	Rank	Meaning
Team Performance	24.1 Our team effectively manages its resources and time.	3.57	1.265	5	Agree
	24.2 We regularly achieve successful outcomes in complex projects.	3.77	1.208	4	Agree
	24.3 Our team dynamics contribute positively to achieving our objectives.	4.22	.957	1	Agree
	24.4 Our team's achievements are recognized and celebrated by the organization.	3.92	1.124	3	Agree
	24.5 Our team's achievements are recognized and celebrated by the organization.	3.97	1.040	2	Agree

It can be seen from Table 4.7a that "Our team's dynamics contribute positively to achieving our objectives" is the most important aspect, followed by "Our team's achievements are recognized and celebrated by the organization." and "Our team's achievements are recognized and celebrated by the organization." The least important is "Our team effectively manages its resources and time."

Table 4.7b Descriptive Statistics of Employee Satisfaction

Classification	Item	Mean	S.D.	Rank	Meaning
Employee Satisfaction	25.1 I believe there is effective communication within the team.	3.99	1.024	1	Agree
	25.2 The leadership fosters a culture of learning and development.	3.62	1.129	5	Agree
	25.3 I feel that my work-life balance is respected in this team.	3.75	1.121	3	Agree
	25.4 The team environment encourages innovation and creativity.	3.91	.936	2	Agree
	25.5 I feel secure and stable in my role within the team.	3.65	1.057	4	Agree

It is evident from Table 4.7b that "I believe there is effective communication within the team" is the most important aspect, followed by "The team environment encourages innovation and creativity" and "I feel that my work-life balance is respected in this team." The lowest in importance is "I feel secure and stable in my role within the team."

Table 4.7c Descriptive Statistics of Conflict Resolution Effectiveness

Classification	Item	Mean	S.D.	Rank	Meaning
Conflict Resolution Effectiveness	26.1 Leadership proactively addresses potential conflicts before they escalate.	3.73	1.015	3	Agree
	26.2 A process is in place for providing constructive feedback and resolving disputes.	3.69	.967	4	Agree
	26.3 The resolution of conflicts often leads to new ideas and approaches.	3.62	1.034	5	Agree

Table 4.7c Descriptive Statistics of Conflict Resolution Effectiveness (continued)

Classification	Item	Mean	S.D.	Rank	Meaning
	26.4 Team members trust the leadership to handle conflicts reasonably.	3.90	1.031	1	Agree
	26.5 Conflict resolution in our team strengthens relationships and cooperation.	3.85	1.004	2	Agree

As seen in Table 4.7c, "Team members trust the leadership to handle conflicts fairly" is the most important aspect, followed by "Conflict resolution in our team strengthens relationships and cooperation" and "Leadership proactively addresses potential conflicts before they escalate." Meanwhile, the least important aspect is "The resolution of conflicts often leads to new ideas and approaches."

4.2 Hypothesis Testing Result (The Inferential Statistics)

4.2.1 Differences in Demographic Factors Generate Differences in Leadership Effectiveness

(1) Gender differences generate differences in leadership effectiveness.

$H_0 : \mu_1 = \mu_2$

$H_a : \mu_1 \neq \mu_2$

Table 4.8 The Independent Samples t-test of the Gender Factor

Items	Gender	N	Mean	S.D.	t-value	p-value
Team Performance	Male	205	3.9102	.79640	.482	.630
	Female	295	3.8732	.91059		
Employee Satisfaction	Male	205	3.8732	.76742	2.262	.024*
	Female	295	3.7227	.70546		
Conflict Resolution Effectiveness	Male	205	3.7346	.94091	-.521	.603
	Female	295	3.7756	.74007		
Leadership Effectiveness	Male	205	3.8393	.69673	.828	.405
	Female	295	3.7905	.61360		

From Table 4.8, the p-values for team performance (.630) and conflict resolution effectiveness (.603) to gender are much higher than the critical value of 0.05. In contrast, that of employee satisfaction (0.024) is slightly less than the critical value of 0.05. Notably, the p-value for the overall leadership effectiveness with respect to gender is approximately 0.405, which is also significantly higher than the critical value of 0.05. Therefore, the null hypothesis (H_0) cannot be rejected, implying that there are no differences in leadership effectiveness due to gender.

(2) Differences in marital status generate differences in leadership effectiveness.

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at least one pair where $i \neq j$.

Table 4.9 The One-Way ANOVA of Marital Status

Factor	Items	SS	Df	MS	F=value	p-value
Team Performance	Between Groups	5.057	2	2.528	3.412	.034*
	Within Groups	368.276	497	.741		
	Total	373.333	499			
Employee Satisfaction	Between Groups	6.729	2	3.364	6.371	.002*
	Within Groups	262.470	497	.528		
	Total	269.198	499			
Conflict Resolution Effectiveness	Between Groups	5.922	2	2.961	4.381	.013*
	Within Groups	335.909	497	.676		
	Total	341.831	499			
Leadership Effectiveness	Between Groups	5.824	2	2.912	7.088	.001*
	Within Groups	204.187	497	.411		
	Total	210.011	499			
	The mean difference is significant at the 0.05 level.					

As shown in Table 4.9, the p-value for the effect of leadership effectiveness on marital status is approximately 0.001, which is significantly less than the critical value of 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that differences in marital status are associated with differences in leadership effectiveness. Details of these differences are presented in Table 4.9a.

Table 4.9a Multiple Comparisons of Marital Status

Dependent Variable: Leadership Effectiveness (LSD)						
Marital Status (I)	**Marital Status (J)**	**Mean Difference (I-J)**	**Std. Error**	**Sig.**	**95% Confidence Interval**	
					Lower Bound	**Upper Bound**
Single	Married	-0.19418*	.06337	.002	-.3187	-.0697
	Divorced	0.06654	.09447	.482	-.1191	.2521
Married	Single	0.19418*	.06337	.002	.0697	.3187
	Divorced	0.26072*	.08905	.004	.0858	.4357
Divorced/Widowed /Separated	Single	-0.06654	.09447	.482	-.2521	.1191
	Married	-.26072*	.08905	.004	-.4357	-.0858
* The mean difference is significant at the 0.05 level.						

Regarding leadership effectiveness and marital status, the mean differences of its members, as determined by the least significant difference method (LSD) in Table 4.9a, reveal statistically significant differences between married and single individuals, as well as between married and divorced, widowed, or separated individuals. However, there are no differences between single and divorced, widowed, or separated individuals.

(3) Age differences generate differences in leadership effectiveness.

$H_0: \mu_i = \mu_j$ and $H_a: \mu_i \neq \mu_j$ at least one pair where $i \neq j$.

Table 4.10 The One-Way ANOVA of Age

Factor	Items	SS	Df	MS	F=value	p-value
Team Performance	Between Groups	11.102	4	2.776	3.793	.005*
	Within Groups	362.231	495	.732		
	Total	373.333	499			
Employee Satisfaction	Between Groups	4.937	4	1.234	2.312	.057*
	Within Groups	264.261	495	.534		
	Total	269.198	499			
Conflict Resolution Effectiveness	Between Groups	7.710	4	1.928	2.856	.023*
	Within Groups	334.121	495	.675		
	Total	341.831	499			
Leadership Effectiveness	Between Groups	5.749	4	1.437	3.483	.008*
	Within Groups	204.262	495	.413		
	Total	210.011	499			
* The mean difference is significant at the 0.05 level.						

The results obtained from Table 4.10 indicate that the p-value for leadership effectiveness with respect to age is approximately 0.008, which is significantly less than the critical value of 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that age differences lead to differences in leadership effectiveness. The details of the differences are presented in Table 4.10a.

Table 4.10a Multiple Comparisons of Age

Dependent Variable: Leadership Effectiveness (LSD)						
Age (I)	Age (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
20 but less than 25	25 but less than 35	-.10254	.12143	.399	-0.3411	.1360
	35 but less than 45	-0.18017	.10453	.085	-.3855	.0252
	45 but less than 55	-0.11887	.11309	.294	-0.3411	.1033
	55 years and more	.24509	.14854	.100	-0.0468	.5369
25 but less than 35	20 but less than 25	.10254	.12143	.399	-.1360	.3411
	35 but less than 45	-0.07763	.08563	.365	-0.2459	.0906
	45 but less than 55	-.01633	.09590	.865	-.2047	.1721
	55 years and more	.34764*	.13591	.011	.0806	.6147
35 but less than 45	20 but less than 25	.18017	.10453	.085	-0.0252	.3855
	25 but less than 35	.07763	.08563	.365	-.0906	.2459
	45 but less than 55	0.06130	.07332	.403	-0.0828	.2054
	55 years and more	.42527*	.12104	.000	.1874	.6631
45 but less than 55	20 but less than 25	.11887	.11309	.294	-.1033	.3411
	25 but less than 35	0.01633	.09590	.865	-.1721	.2047
	35 but less than 45	-.06130	.07332	.403	-.2054	.0828
	55 years and more	.36396*	.12851	.005	.1115	.6165
55 years and more	20 but less than 25	-0.24509	.14854	.100	-.5369	.0468
	25 but less than 35	-0.34764*	.13591	.011	-.6147	-0.0806
	35 but less than 45	-0.42527*	.12104	.000	-.6631	-0.1874
	45 but less than 55	-0.36396*	.12851	.005	-.6165	-.1115

It is evident from Table 4.10a that the p-value for leadership effectiveness with respect to educational level is approximately 0.016, which is significantly less than the critical value of 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that differences in educational level are associated with differences in leadership effectiveness. Details of the differences are presented in Table 4.11a.

(4) Differences in educational level lead to variations in leadership effectiveness.

H_0: $\mu_i = \mu_j$

H_a: $\mu_i \neq \mu_j$ at least one pair where $i \neq j$.

Table 4.11 The One-Way ANOVA of Educational Level

Factor	Items	SS	df	MS	F=value	p-value
Team Performance	Between Groups	5.680	4	1.420	1.912	.107
	Within Groups	367.652	495	.743		
	Total	373.333	499			
Employee Satisfaction	Between Groups	10.267	4	2.567	4.907	.001*
	Within Groups	258.932	495	.523		
	Total	269.198	499			
Conflict Resolution Effectiveness	Between Groups	13.175	4	3.294	4.961	.001*
	Within Groups	328.656	495	.664		
	Total	341.831	499			
Leadership Effectiveness	Between Groups	8.272	4	2.068	5.074	.001*
	Within Groups	201.739	495	.408		
	Total	210.011	499			
The mean difference is significant at the 0.05 level.						

It is evident from Table 4.11 that the p-value for leadership effectiveness with respect to educational level is approximately 0.001, which is significantly less than the critical value of 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that differences in educational level are associated with differences in leadership effectiveness. The details of the differences are presented in Table 4.11a.

Table 4.11a Multiple Comparisons of Educational Level

Dependent Variable: Leadership Effectiveness (LSD)					95% Confidence Interval	
Educational Level (I)	Educational Level (J)	Mean Difference (I-J)	Std. Error	Sig.	Lower Bound	Upper Bound
Junior High School	High School	-0.24406*	.10403	.019	-.4484	-0.0397
	Bachelor's Degree	-.19581*	.09616	.042	-0.3847	-0.0069
	Master's Degree	-0.12070	.10755	.262	-.3320	.0906
	Ph.D. and higher	.30123*	.14957	.045	.0074	.5951
High School	Junior High School	.24406*	.10403	.019	.0397	.4484

Table 4.11a Multiple Comparisons of Educational Level (continued)

Dependent Variable: Leadership Effectiveness (LSD)						
Educational Level (I)	Educational Level (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
	Bachelor's Degree	.04824	.07425	.516	-0.0976	0.1941
	Master's Degree	.12336	.08851	.164	-0.0505	.2973
	Ph.D. and Higher	.54529*	.13652	.000	.2771	.8135
	Junior High School	.19581*	.09616	.042	.0069	.3847
Bachelor's degree	High School	-0.04824	.07425	.516	-.1941	.0976
	Master's Degree	.07511	.07911	.343	-0.0803	.2306
	Ph.D. and Higher	.49705*	.13063	.000	.2404	.7537
	Junior High School	.12070	.10755	.262	-.0906	.3320
Master's Degree	High School	-0.12336	.08851	.164	-0.2973	.0505
	Bachelor's Degree	-0.07511	.07911	.343	-.2306	.0803
	Ph.D. and Higher	.42194*	.13923	.003	.1484	.6955
	Junior High School	-0.30123*	.14957	.045	-0.5951	-.0074
Ph.D. and Higher	High School	-0.54529*	.13652	.000	-.8135	-0.2771
	Bachelor's Degree	-0.49705*	.13063	.000	-0.7537	-.2404
	Master's Degree	-0.42194*	.13923	.003	-0.6955	-.1484

The mean difference is significant at the 0.05 level.

Regarding educational level, the mean differences among its members, based on the least significant difference method (LSD), in Table 4.11a, indicate that there are statistically significant differences between Ph.D. and higher levels, as well as between the other three levels: high school, bachelor's degree, and master's degree. Moreover, junior high school differs from high school.

(5) Differences in monthly income generate differences in leadership effectiveness.

$H_0: \mu_i = \mu_j$

$H_a: \mu_i \neq \mu_j$ at least one pair where $i \neq j$.

Table 4.12 The One-Way ANOVA of Monthly Income

Factor	Items	SS	df	MS	F=value	p-value
Team Performance	Between Groups	14.515	4	3.629	5.006	.001*
	Within Groups	358.817	495	.725		
	Total	373.333	499			
Employee Satisfaction	Between Groups	22.770	4	5.693	11.435	.000*
	Within Groups	246.428	495	.498		
	Total	269.198	499			
Conflict Resolution Effectiveness	Between Groups	8.198	4	2.049	3.041	.017*
	Within Groups	333.634	495	.674		
	Total	341.831	499			
Leadership Effectiveness	Between Groups	12.061	4	3.015	7.540	.000*
	Within Groups	197.950	495	.400		
	Total	210.011	499			
	The mean difference is significant at the 0.05 level.					

Regarding the relationship between leadership effectiveness and monthly income, the results from Table 4.12 suggest that the p-value for monthly income is approximately 0.000, which is significantly less than the critical value of 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that differences in monthly income are associated with differences in leadership effectiveness. The details of the differences are presented in Table 4.12a.

Table 4.12a Multiple Comparisons of Monthly Income

Dependent Variable: Leadership Effectiveness (LSD)						
Monthly Income (I)	Monthly Income (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 5000 RMB	5,000 but less than 10,000 RMB	-0.12176	.08872	.171	-0.2961	.0526
	10,000 but less than 15,000 RMB	-0.12192	.08341	.144	-0.2858	.0420
	15,000 but less than 20,000 RMB	-0.22560*	.09629	.020	-0.4148	-.0364
	20,000 RMB and more	.32885*	.10740	.002	.1178	.5399
5,000 but less than 10,000 RMB	Less than 5,000 RMB	.12176	.08872	.171	-.0526	.2961
	10,000 but less than 15,000 RMB	-.00015	.07772	.998	-0.1529	.1526
	15,000 but less than 20,000 RMB	-.10383	.09140	.257	-.2834	.0758
	20,000 RMB and more	.45061*	.10305	.000	.2481	.6531

Table 4.12a Multiple Comparisons of Monthly Income (continued)

Monthly Income (I)	Monthly Income (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
10,000 but less than 15,000 RMB	Less than 5,000 RMB	.12192	.08341	.144	-0.0420	.2858
	5,000 but less than 10,000 RMB	.00015	.07772	.998	-.1526	.1529
	15,000 but less than 20,000 RMB	-.10368	.08626	.230	-.2732	.0658
	20,000 RMB and more	.45076*	.09851	.000	.2572	.6443
15,000 but less than 20,000 RMB	Less than 5,000 RMB	.22560*	.09629	.020	.0364	.4148
	5,000 but less than 10,000 RMB	.10383	.09140	.257	-0.0758	.2834
	10,000 but less than 15,000 RMB	.10368	.08626	.230	-0.0658	.2732
	20,000 RMB and more	.55444*	.10963	.000	.3391	.7698
20,000 RMB and more	Less than 5,000 RMB	-.32885*	.10740	.002	-.5399	-.1178
	5,000 but less than 10,000 RMB	-0.45061*	.10305	.000	-.6531	-.2481
	10,000 but less than 15,000 RMB	-0.45076*	.09851	.000	-.6443	-.2572
	15,000 but less than 20,000 RMB	-.55444*	.10963	.000	-.7698	-.3391

Concerning the monthly income, the mean differences of its members based on the least significant difference method (LSD) in Table 4.12a indicate that there are statistically significant differences between 20,000 RMB and more with the other 4 levels, namely, less than 5,000 RMB, 5,000 but less than 10,000 RMB, 10,000 but less than 15,000 RMB, and 15,000 but less than 20,000 RMB. Moreover, there are statistically significant differences between less than 5,000 RMB and 15,000 but less than 20,000 RMB.

(6) Differences in working experience generate differences in leadership effectiveness.

$H_0: \mu_i = \mu_j$

$H_a: \mu_i \neq \mu_j$ at least one pair where $i \neq j$.

Table 4.13 The One-Way ANOVA of Working Experiences

Factor	Items	SS	df	MS	F=value	p-value
Team Performance	Between Groups	13.911	4	3.478	4.790	.001*
	Within Groups	359.421	495	.726		
	Total	373.333	499			
Employee Satisfaction	Between Groups	10.760	4	2.690	5.152	.000*
	Within Groups	258.438	495	.522		
	Total	269.198	499			
Conflict Resolution Effectiveness	Between Groups	4.996	4	1.249	1.835	.121
	Within Groups	336.835	495	.680		
	Total	341.831	499			
Leadership Effectiveness	Between Groups	6.643	4	1.661	4.043	.003*
	Within Groups	203.368	495	.411		
	Total	210.011	499			
	The mean difference is significant at the 0.05 level.					

In terms of leadership effectiveness and connection to work experience, Table 4.13 shows that the p-value is approximately 0.003, which is significantly lower than the critical value of 0.05. Therefore, the null hypothesis (H_0) is rejected, indicating that differences in working experiences lead to differences in leadership effectiveness. The details of the differences are presented in Table 4.13a.

Table 4.13a Multiple Comparisons of Working Experiences

Working Experiences (I)	Working Experiences (J)	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Less than 3	3 but less than 5	-.10254	.12143	.399	-0.3411	.1360
	5 but less than 10	-0.18017	.10453	.085	-.3855	.0252
	10 but less than 15	-0.11887	.11309	.294	-0.3411	.1033
	15 years or more	.24509	.14854	.100	-0.0468	.5369
5 but less than 10	Less than 3 years	.10254	.12143	.399	-.1360	.3411
	3 but less than 5	-0.07763	.08563	.365	-0.2459	.0906
	10 but less than 15	-0.01633	.09590	.865	-.2047	.1721
	15 years or more	.34764*	.13591	.011	.0806	.6147
15 years or more	Less than 3 years	-0.24509	.14854	.100	-.5369	0.0468
	3 but less than 5	-0.34764*	.13591	.011	-.6147	-0.0806
	5 but less than 10	-0.42527*	.12104	.000	-.6631	-0.1874
	10 but less than 15	-0.36396*	.12851	.005	-.6165	-.1115
	The mean difference is significant at the 0.05 level.					

Dependent Variable: Leadership Effectiveness (LSD)

For monthly income, the mean differences of its members based on the least significant difference method (LSD) in Table 4.13a indicate that there are statistically significant differences between 20,000 RMB and more with the other 4 levels, namely, less than 5,000 RMB, 5,000 but moreover, there are statistically significant differences between less than 5,000 RMB and 15,000 but less than 10,000 RMB, 10,000 but less than 15,000 RMB, and 15,000 but less than 20,000 RMB. 20,000 RMB.

4.2.2 The Impacts of Emotional Intelligence on Leadership Effectiveness

To find out the impact of emotional intelligence on leadership effectiveness, the multiple linear regression analysis is applied in this study, that is

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0$ (i= 1, 2, 3, 4, 5)

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \beta_5 X_5 + \varepsilon$

Where Y= Leadership effectiveness

X_1=Self-awareness

X_2=Self-regulation

X_3=Motivation

X_4=Empathy

X_5=Social Skills

ε=Error

The results obtained from the study can be seen in Table 4.14 and written in terms of equation (1), where $\hat{Y}$ is the predicted leadership effectiveness.

$\hat{Y}$=.030+.516X_1+.083X_2+.152X_3+.077X_4+.161X_5

 (.619) (.000) (.005) (.000) (.045) (.000)……(1)

Adjusted R^2=0.897

Table 4.14 The Multiple Linear Regression Analysis of Leadership Effectiveness based on Emotional Intelligence

Model	Coefficients		Standardized Beta Coefficients	T-value	p-value
	Unstandardized Coefficients				
	B	Std. Error			
Constant	.030	.061		.497	.619
X_1=Self-awareness	.516	.047	.514	10.913	.000
X_2=Self-regulation	.083	.030	.095	2.800	.005
X_3=Motivation	.152	.039	.161	3.949	.000
X_4=Empathy	.077	.038	.068	2.006	.045
X_5=Social Skills	.161	.028	.170	5.666	.000

a. Dependent variable Y: Leadership Effectiveness

It can be seen from Table 4.14 that self-awareness with a standardized beta coefficient of about .514 has the highest relative importance, suggesting that it is the strongest predictor of leadership effectiveness, and next are the social skills, motivation, self-regulation and empathy with the following standardized beta coefficients, .170, .161, .095, and .068, respectively. The adjusted R^2 value of this multiple linear regression is approximately 0.897, meaning that a one-unit change in these five factors —namely, self-awareness, self-regulation, motivation, empathy, and social skills —will cause leadership effectiveness to change in the same direction by approximately 0.897 units.

As far as self-awareness is concerned, it is observed to have the highest positive and statistically significant impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in self-awareness is associated with a 0.516-unit increase in leadership effectiveness, holding all other variables constant.

If other variables are held constant, social skills are seen to have the second-highest positive statistical impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in social skills is associated with a 0.161-unit increase in leadership effectiveness.

For motivation, the third-highest positive statistical impact on leadership effectiveness, with a p-value of approximately 0.000, indicates that a one-unit increase in motivation is associated with a 0.152-unit increase in leadership effectiveness, holding all other variables constant.

In terms of self-regulation, it is observed to have a statistically significant positive impact on leadership effectiveness, with a p-value of approximately 0.005. Thus, holding all other variables constant, it can be inferred that a one-unit increase in self-regulation is associated with a 0.083-unit increase in leadership effectiveness.

Empathy has the lowest positive and statistical impact on leadership effectiveness, with a p-value of approximately .045. A one-unit increase in empathy is associated with a 0.077-unit increase in leadership effectiveness, controlling for all other variables.

4.2.3 The Influence of Cultural Diversity in Organizations on Leadership Effectiveness

To investigate the impact of cultural diversity on leadership effectiveness within organizations, this study employs multiple linear regression analysis, testing the following hypothesis.

$H_0: \beta_i = 0$

$H_a: \beta_i \neq 0$ (i=1, 2, 3, 4)

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Where Y= leadership effectiveness

X_1=Diversity

X_2=Equity

X_3=Inclusion

X_4=Belonging

ε=Error

The results obtained from the study can be seen in Table 4.15 and written in terms of equation (2), where $\hat{Y}$ is the predicted leadership effectiveness.

$\hat{Y} = .043 + .329X_1 + .159X_2 + .224X_3 + .264X_4$

 (.551) (.000) (.000) (.000) (.000)…….(2)

Adjusted R^2=0.850

Table 4.15 The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Cultural Diversity in Organization

| Model | Coefficients | | | t-value | p-value |
| | Unstandardized Coefficients | | Standardized Beta Coefficients | | |
	B	Std. Error			
Constant	.043	.073		.596	.551
X_1=Diversity	.329	.024	.393	13.927	.000
X_2=Equity	.159	.033	.162	4.876	.000
X_3=Inclusion	.224	.018	.271	12.311	.000
X_4=Belonging	.264	.022	.287	12.003	.000

a. Dependent variable Y: Leadership Effectiveness

It is evident from Table 4.15 that diversity, with a standardized beta coefficient of approximately 0.393, has the highest relative importance, suggesting that it is the strongest predictor of leadership effectiveness, followed by belonging, inclusion, and equity. The standardized beta coefficients are approximately 0.287, 0.271, and 0.162, respectively. The adjusted R^2 of this multiple linear regression is approximately .850, meaning that a one-unit change in these 4 factors, namely, diversity, equity, inclusion, and belonging, will cause the leadership effectiveness to change in the same direction at about .850 units.

As far as diversity is concerned, it is observed to have the highest positive and statistically significant impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in diversity is associated with a 0.329-unit increase in leadership effectiveness, controlling for all other variables.

If other variables are held constant, belonging is seen to have the second-highest positive statistical impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in belonging is associated with a 0.264-unit increase in leadership effectiveness.

To 'inclusion', it is the third highest positive and statistically significant impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in inclusion is associated with a 0.224-unit increase in leadership effectiveness, controlling for all other variables.

Equity has the lowest positive and statistical impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in equity is

associated with a 0.159-unit increase in leadership effectiveness, holding all other variables constant.

4.2.4 The Influence of Communication Strategies on Leadership Effectiveness

To investigate the impact of communication strategies on leadership effectiveness, this study employs multiple linear regression analysis under the following hypothesis.

H_0: $\beta_i = 0$

H_a: $\beta_i \neq 0 (i = 1, 2, 3, 4)$

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Where Y= Leadership effectiveness

X_1=Awareness and Understanding

X_2=Communication Quality

X_3=Accessibility

X_4=Employee Engagement

ε=Error

The results obtained from the study can be seen in Table 4.16 and written in terms of equation (3), where $\hat{Y}$ is the predicted leadership effectiveness.

$\hat{Y} = .210 + .151X_1 + .416X_2 + .273X_3 + .088X_4$

(.001) (.000) (.000) (.000) (.000) …………… (3)

Adjusted $R^2 = 0.875$

Table 4.16 The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Communication Strategies

Model	Coefficients		Standardized Beta Coefficients	t-value	p-value
	Unstandardized Coefficients				
	B	Std. Error			
Constant	.210	.064		3.277	.001
X₁=Awareness and Understanding	.151	.039	.184	3.831	.000
X₂=Communication Quality	.416	.020	.435	20.886	.000
X₃=Accessibility	.273	.039	.338	7.006	.000

Table 4.16 The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Communication Strategies (continued)

Model	Coefficients		Standardized Beta Coefficients	t-value	p-value
	Unstandardized Coefficients				
	B	Std. Error			
X$_4$=Employee Engagement	.088	.017	.112	5.120	.000

a. Dependent variable Y: Leadership Effectiveness

It can be seen from Table 4.16 that communication quality, with a standardized beta coefficient of approximately .435, has the highest relative importance, suggesting that it is the strongest predictor of leadership effectiveness. This is followed by accessibility, awareness, and understanding, with coefficients of approximately .338, .184, and .112, respectively. The adjusted R^2 of this multiple linear regression is approximately .875, meaning that a one-unit change in these 4 factors, namely, awareness and understanding, communication quality, accessibility, and employee engagement, will cause the leadership effectiveness to change in the same direction by about .875 units.

As far as communication quality is concerned, it is observed to have the highest positive and statistically significant impact on leadership effectiveness, with a p-value of approximately 0.000. Hence, a one-unit increase in communication quality is associated with a 0.416-unit increase in leadership effectiveness, holding all other variables constant.

If other variables are held constant, accessibility is said to have the second-highest positive and statistically significant impact on leadership effectiveness, with a p-value of approximately 0.000. Therefore, a one-unit increase in accessibility is associated with a 0.273-unit increase in leadership effectiveness.

With respect to awareness and understanding, the third highest positive statistical impact on leadership effectiveness, with a p-value of approximately 0.000, it is evident that a one-unit increase in awareness and understanding is associated with a 0.151-unit increase in leadership effectiveness, holding all other variables constant.

Employee engagement has a statistically significant positive impact on leadership effectiveness, with a p-value of approximately 0.000. Consequently, a one-

unit increase in employee engagement is also associated with a 0.088-unit increase in leadership effectiveness, holding all other variables constant.

4.2.5 The Influence of Leadership Styles on Leadership Effectiveness

To investigate the influence of leadership styles on leadership effectiveness, this study employs multiple linear regression analysis under the following hypothesis.

$H_0: \beta_i = 0$

$H_a: \beta_i \neq 0 (i = 1, 2, 3, 4)$

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$

Where Y = Leadership Effectiveness

X_1 = Decision-making Leadership Style

X_2 = Everyday Leadership Style

X_3 = Beyond everyday-work Leadership Style

X_4 = Value-based Leadership Style

ε = Error

The results obtained from the study can be seen in Table 4.17 and written in terms of equation (4), where $\hat{Y}$ is the predicted leadership effectiveness.

$\hat{Y} = .535 + .194X_1 + .208X_2 + .149X_3 + .324X_4$

(.000) (.000)   (.000) (.000)   (.000)   ……………(4)

Adjusted $R^2 = 0.875$

Table 4.17 The Multiple Linear Regression Analysis of Leadership Effectiveness based on Leadership Styles

Model	Coefficients		Standardized Beta Coefficients	t-value	p-value
	Unstandardized Coefficients				
	B	Std. Error			
Constant	.535	.059		9.017	.000
X_1 = Decision-making Leadership Style	.194	.015	.269	13.337	.000
X_2 = Everyday Leadership Style	.208	.018	.261	11.815	.000
X_3 = Beyond everyday-work Leadership Style	.149	.016	.192	9.110	.000
X_4 = Value-based Leadership Style	.324	.014	.465	23.281	.000

a. *Dependent variable Y: Leadership Effectiveness*

It can be seen from Table 4.17 that the value-based leadership style with a standardized beta coefficient of about .465 has the highest relative importance, suggesting that it is the strongest predictor of leadership effectiveness, followed by decision-making leadership style, everyday leadership style, and beyond everyday-work leadership style, the coefficients of which are about 0.269, 0.261, and 0.192, respectively. The adjusted R^2 value of this multiple linear regression is approximately 0.871, meaning that a one-unit change in these four factors —namely, decision-making leadership style, everyday leadership style, and beyond-everyday-work leadership style —will cause leadership effectiveness to change in the same direction by about 0.8155 units.

As far as value-based leadership is concerned, it is observed to have the highest positive statistical impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in value-based leadership is associated with a 0.208-unit increase in leadership effectiveness, holding other variables constant.

If other variables are held constant, everyday leadership style is believed to have the second-highest positive and statistically significant impact on leadership effectiveness, with a p-value of approximately 0.000. Additionally, a one-unit increase in everyday leadership style is associated with a 0.208-unit increase in leadership effectiveness.

Regarding decision-making leadership style, which has the third-highest positive statistical impact on leadership effectiveness, with a p-value of approximately 0.000, it is evident that a one-unit increase in awareness and understanding is associated with a 0.194-unit increase in leadership effectiveness, holding all other variables constant.

Notably, beyond everyday-work leadership style has the lowest positive and statistical impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in beyond-everyday-work leadership style is associated with a 0.149-unit increase in leadership effectiveness, holding all other variables constant.

4.2.6 The Influences of Emotional Intelligence, Cultural Diversities in Organizations, Communication Strategies, and Leadership Styles on Leadership Effectiveness

To investigate the impact of emotional intelligence, cultural diversity in organizations, communication strategies, and leadership styles on leadership effectiveness, this study employs multiple linear regression analysis under the following hypothesis.

H_0: $\beta_i=0$

H_a: $\beta_i \neq 0 (i= 1, 2, 3, 4)$

$Y=\beta_0+\beta_1 X_1 \beta_2 X_2+\beta_3 X_3+\beta_4 X_4+\varepsilon$

Where Y= Leadership effectiveness

X_1=Emotional Intelligence

X_2=Cultural Diversities in Organizations

X_3=Communication Strategies

X_4=Leadership Style

ε=Error

The original results from the study are presented in Table 4.18.

Table 4.18 The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Emotional Intelligence, Cultural Diversities in Organizations, and Communication Strategies

Model	Coefficients		Standardized Coefficients	t-value	p-value
	Unstandardized Coefficients				
	B	S.E.	Beta		
Constant	.150	.061		2.470	.014
X_1=Emotional Intelligence	-0.089	.108	-0.084	-.824	.410
X_2=Cultural Diversities in Organizations	.171	.053	.160	3.246	.001
X_3=Communication Strategies	.426	.054	.442	7.843	.000
X_4=Leadership Style	.446	.059	.465	7.590	.000

a. Dependent variable Y: Leadership Effectiveness

However, since emotional intelligence (X_1) is observed to be insignificant at a significance level of 0.05, it is therefore omitted in the second trial. The final

solution is shown in equation 5 and Table 4.19, where $\hat{Y}$ is the predicted leadership effectiveness.

$$\hat{Y}=.137+.159X_2+.390X_3+.410X_4$$

$$(.020)\ (.002)\quad(.000)\ (.000)\ldots\ldots\ldots\ldots(5)$$

Adjusted $R^2=0.904$

Table 4.19 The Multiple Linear Regression Analysis of Leadership Effectiveness Based on Emotional Intelligence, Cultural Diversities in Organizations, and Communication Strategies

Model	Coefficients		Standardized Coefficients	t-value	p-value
	Unstandardized Coefficients				
	B	S.E.	Beta		
Constant	.137	.059		2.336	.020
X_2=Cultural Diversities in Organizations	.159	.050	.149	3.143	.002
X_3=Communication Strategies	.390	.033	.405	11.813	.000
X_4=Leadership Styles	.410	.039	.428	10.379	.000

a. Dependent variable Y: Leadership Effectiveness

From Table 4.19, it is evident that leadership styles are the most important characteristics, with a standardized beta coefficient of approximately 0.428, followed by communication strategies and cultural diversity in organizations, with coefficients of 0.405 and 0.149, respectively. The adjusted R^2 value of this multiple linear regression is approximately 0.904, meaning that a one-unit change in these three factors —namely, cultural diversity in organizations, communication strategies, and leadership styles — will cause leadership effectiveness to change in the same direction by approximately 0.904 units.

As far as leadership styles are concerned, it is found to have the highest positive statistical impact on leadership effectiveness, with a p-value of approximately 0.000. A one-unit increase in leadership styles is associated with a 0.410-unit increase in leadership effectiveness, holding all other variables constant.

If other variables are held constant, communication strategies are reported to have the second-highest positive statistical impact on leadership effectiveness, with

a p-value of approximately 0.000. A one-unit increase in communication strategies is associated with a 0.390-unit increase in leadership effectiveness.

Table 4.20 The Summary Results of Hypothesis Testing

Hypothesis	Not Reject H_0	Reject H_0
Hypothesis 1: Demographic Factors		
1.1 Gender	.405	
1.2 Marital Status		.001
1.3 Age		.008
1.4 Educational Level		.001
1.5 Monthly Income		.000
1.6 Working Experiences		.003
Hypothesis 2: Emotional Intelligence		
2.1 Self-Awareness		.000*
2.2 Self-Regulation		.005*
2.3 Motivation		.000*
2.4 Empathy		.045*
2.5 Social Skills		.000*
Hypothesis 3: Cultural Diversities in Organizations		
3.1 Diversity		.000*
3.2 Equity		.000*
3.3 Inclusion		.000*
3.4 Belonging		.000*
Hypothesis 4: Communication Strategies		
4.1 Awareness and Understanding		.000*
4.2 Communication Quality		.000*
4.3 Accessibility		.000*
4.4 Employee Engagement		.000*
Hypothesis 5: Emotional Intelligence, Cultural Diversities in Organizations, and Communication Strategies		
5.1 Emotional Intelligence	.410	
5.2 Cultural Diversities in Organizations		.001*
5.3 Communication Strategies		.000*
5.4 Leadership Styles		.000*

CHAPTER V
CONCLUSION AND DISCUSSION

5.1 Conclusion

Regarding demographic factors, the study's results indicate that most respondents are female and married, with ages ranging from 35 to under 45 years. Most of them hold bachelor's degrees, with an income level of about 10,000 but less than 15,000 RMB, and have work experience of 5 to 10 years. In terms of emotional intelligence, self-regulation is the most essential aspect, followed by self-awareness, social skills, motivation, and empathy. Regarding cultural diversity in organizations, diversity is considered the most essential aspect, followed by equity, inclusion, and belonging. Regarding communication strategies, employee engagement is found to be the most important aspect, followed by communication quality, awareness and understanding, and accessibility. Concerning leadership effectiveness, everyday leadership style is the most important aspect, followed by beyond everyday work leadership style, decision-making leadership style, and value-based leadership style. In terms of leadership effectiveness, team performance is the most important aspect, followed by employee satisfaction and the effectiveness of conflict resolution.

Regarding inferential statistics, differences in marital status, age, educational level, monthly income, and work experience generate differences in leadership effectiveness, as evidenced by the one-way ANOVA statistics. Gender differences alone do not generate differences in leadership effectiveness. The results obtained from the multiple linear regression analyses indicate that all aspects of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) have significant positive impacts on leadership effectiveness. All aspects of cultural diversity in organizations, namely diversity, equity, inclusion, and belonging, are also found to have positive impacts on leadership effectiveness. Regarding communication strategies, it is evident that awareness and understanding, communication quality, accessibility, and employee engagement also have positive impacts on leadership effectiveness. All aspects of leadership styles, including decision-making leadership styles, everyday leadership styles, beyond everyday work

leadership styles, and values-based leadership styles, are also seen to have a positive impact on leadership effectiveness. Finally, cultural diversity in organizations, communication strategies, and leadership styles have been found to have positive impacts on leadership effectiveness.

5.2 Discussion

5.2.1 Emotional Intelligence

The results obtained from the multiple linear regression analyses show that there are significant positive impacts on all aspects of emotional intelligence (self-awareness, self-regulation, motivation, empathy, and social skills) on leadership effectiveness. These findings are consistent with Xianjun (2022), who found that awareness of emotional intelligence, encompassing its dimensions of self-awareness, self-regulation, motivation, empathy, and social skills, is anticipated to become a crucial metric for measuring leadership effectiveness.

Similar results can be seen in Duan et al. (2022), who conducted a study examining the relationship between emotional intelligence and high-performance leadership among Chinese women leaders, with a specific focus on the mediating role of organizational culture. Based on the quantitative approach with survey data from 290 women leaders in the Ning Xia Hui Autonomies Region's private and public sectors in Northwest China, the study reveals that emotional intelligence positively influences women's leadership performance in China, indicating that women leaders with higher levels of emotional intelligence tend to exhibit better leadership performance. Furthermore, it is found that organizational culture not only positively influences high-performance leadership but also mediates the relationship between emotional intelligence and high-performance leadership among women leaders in China.

Another consistency result is evident from Lin et al. (2022). Entrepreneurial Spirituality (ES) has a positive impact on enterprise performance, and different elements of ES have varying effects on business performance, with innovation and proactiveness playing the most significant roles.

Lee et al. (2022), in an investigation of the real estate brokerage industry in Kaohsiung City, Taiwan, based on 348 samples, found that emotional intelligence has

a significant and positive effect on trust in supervisors. Transformational leadership and trust within a team have been found to have significant and positive effects on job performance. Transformational leaders who inspire and motivate their teams can contribute to improved job performance. Additionally, trust within the team plays a crucial role in enhancing performance. Moreover, trust within a team was identified as a mediator between a leader's emotional intelligence and job performance. This means that a leader's emotional intelligence influences job performance partially through its impact on team trust.

Similar results are obtained from Kargeti (2021), based on the evaluation of 184 individuals from various organizations. The findings highlighted the critical role of emotional intelligence in fostering positive work relationships, facilitating conflict resolution, and maintaining a supportive work environment. The study suggests that individuals with high emotional intelligence are skilled at empathizing with colleagues and effectively managing both their own and others' emotions. This ability not only helps reduce workplace stress and adapt to change but also enhances team dynamics. Furthermore, leaders with high emotional intelligence tend to experience greater job satisfaction and employee engagement, resulting in enhanced organizational communication, improved employee retention, and increased overall productivity. The conclusion drawn from this study is that emotional intelligence plays a crucial role in fostering an effective workplace, benefiting both individuals and the organization as a whole.

The consistency results are presented in Alwali and Alwali (2022). Based on data from Iraq's public hospitals, the study found that job satisfaction mediates the positive relationship between emotional intelligence and job performance. This implies that emotional intelligence influences job performance partially through its impact on job satisfaction. The authors debate not only the evidence for the predictive power of EI for workplace outcomes but also delve into the validity of EI as a construct, the measurement of EI, and the appropriateness of analytical tests for establishing the value of EI.

Gransberry (2022), using data from 83 U.S. federal agencies, suggests a positive relationship between emotional intelligence (EI) and leadership effectiveness, as well as managerial practices. It suggests that organizations can benefit from

enhancing EI skills among their leaders, leading to more positive employee perceptions and potentially improved organizational outcomes.

Barinua et al. (2022) investigate the relationship between managers' emotional intelligence and team effectiveness. The study focuses on two dimensions of team effectiveness: cohesiveness and goal attainment, as well as the dimensions of managers' emotional intelligence, which include self-management, self-awareness, and social awareness. The study's results indicate a strong and positive, statistically significant relationship between managers' emotional intelligence and team effectiveness. This suggests that the emotional intelligence of managers can influence the effectiveness of teams within an organization.

Jena (2022) examines the relationship between workplace spirituality and employee performance, taking into account the mediating role of organizational citizenship behavior (OCB) and the moderating influence of employees' emotional intelligence (EI). The key finding of the study is a positive relationship between workplace spirituality and employee performance. The study also reveals that employees' emotional intelligence moderates the relationship between workplace spirituality and employee performance. Specifically, employees with higher emotional intelligence tend to experience a more substantial positive impact of workplace spirituality on their performance.

Stoyanova-Bozhkova et al. (2022) explored the significance of Emotional Intelligence (EI) in the practices of managers within the tourism and hospitality industry, finding that emotional intelligence can positively contribute to enhancing staff satisfaction, motivation, and overall business productivity within the industry.

Djofang and Fofack (2022) aimed to assess the relationship between Emotional Intelligence (EI) and Leadership Effectiveness (LE) among Cameroonian immigrants residing in Nicosia, North Cyprus. The study used the Self-Report Emotional Intelligence Test (SREIT) to measure EI and the Multifactor Leadership Questionnaire (MLQ 5x short) to assess leadership styles and outcomes. The key findings are that there is a positive and significant association between emotional intelligence and transformational leadership. This suggests that individuals with higher levels of EI tend to exhibit transformational leadership behaviors. Emotional Intelligence (EI) shows a positive but insignificant correlation with transactional

leadership. It displayed a negative and insignificant correlation with laissez-faire leadership. This implies that there was no significant relationship between EI and laissez-faire leadership among the participants.

Turner and Merriman (2022) examined the relationship between Chief Human Resource Officers' (CHROs') cultural intelligence (CQ) and the implementation of diversity management practices within organizations. The study suggests that CHROs' level of cultural intelligence predicts their engagement in diversity management practices during their tenure.

5.2.2 Cultural Diversity in Organizations

In this study, all aspects of cultural diversity in organizations —namely, diversity, equity, inclusion, and belonging — are found to have positive impacts on leadership effectiveness, as determined by multiple linear regression analyses. This result is consistent with Xuejing (2022), which indicated that the organizational culture, namely clan cultures, adhocracy cultures, hierarchical cultures, and market cultures, has influenced the effectiveness of leadership in Chinese higher education institutions.

This result is consistent with Lee et al. (2022), who found that organizational commitment has a significant and positive effect on job performance. Employees who are committed to their organization are more likely to excel in their roles.

5.3 Implications for Practice

5.3.1 Demographic Factors

From the study, it is evident that differences in marital status, age, educational level, and monthly income generate differences in leadership effectiveness, while differences in gender and work experience generate no differences in leadership effectiveness. Therefore, to improve leadership effectiveness, the composition of the management team should include individuals with diverse marital statuses, ages, educational levels, and monthly incomes. This team will, in turn, help improve team performance, which is one of the key components of leadership effectiveness. Employee satisfaction will also be higher if marital status, age, educational level, and monthly income are considered as important factors when the policies are issued.

Conflict resolution effectiveness will be highly developed if the mentioned factors are considered in the process.

5.3.2 Emotional Intelligence

The study reveals that self-regulation is the most essential aspect of emotional intelligence, followed by self-awareness, social skills, empathy, and motivation. Therefore, the reward policy based on the self-evaluation of the self-regulation score should be issued to stimulate employees to achieve a high score level. This will help improve emotional intelligence, which is observed to be positively impacted by leadership effectiveness. Since motivation captures the least important component of emotional intelligence, it should then be geared up, particularly when the employee feels low and is not confident in their work. Self-awareness, social skills, and empathy are also considered, as their scores are less distinct from self-regulation.

5.3.3 Cultural Diversity in Organizations

Concerning cultural diversity in organizations, diversity is recorded as the most essential aspect, followed by equity, belonging, and inclusion. Therefore, the best practices for managing diversity in the workplace include offering inclusive training courses and workshops, forming diversity councils, encouraging diverse hiring and retention practices, developing mentorship programs for underrepresented groups, and ensuring that management teams reflect the diversity of the workforce. Managing cultural diversity involves developing methods, procedures, and policies that respect and acknowledge the range of cultural backgrounds, beliefs, and values while also encouraging cooperation, communication, and teamwork. Additionally, creating inclusive and respectful rules and procedures is essential for managing cultural diversity. A diverse workforce should be arranged. A good, inclusive environment, regardless of sexual orientation, race, age, nationality, or disability status, should be provided. Job applications from diverse groups should be given equal consideration. The value of work should be regardless of sexual identity, race, disability, or nationality. Unconscious biases within workplace culture should not occur. Uncomfortable discussions about race, nationality, gender identity, or disability with anyone at work should not happen. Diverse perspectives and ideas should be encouraged.

5.3.4 Communication Strategies

Regarding communication strategies, employee engagement is found to be the most important aspect, followed by communication quality, awareness and understanding, and accessibility. Therefore, leaders should foster good relations with employees by creating an atmosphere or environment that promotes free, fair, and informal communication networks. These networks, in turn, encourage and motivate employees to speak out and adopt a participatory approach, which helps develop a profitable organization. To improve employee engagement, some areas can be improved to better support collaboration and engagement. Certain activities should be implemented to enhance the effectiveness and efficiency. Effective communication methods should contribute to the organization's success. Internal communications should be made more enjoyable and engaging. Topics or conversations should also be discussed more openly or frequently.

5.3.5 Leadership Effectiveness

In terms of leadership effectiveness, team performance is the most important aspect, followed by employee satisfaction and the effectiveness of conflict resolution. For team performance, team dynamics should contribute more positively to meeting objectives. Resources and time should be effectively managed. Successful outcomes in complex projects should be regularly achieved. The team's achievements should be more recognized and celebrated by the organization.

5.4 Recommendation for Future Research

This study aimed to analyze the effects of emotional intelligence, cultural diversity in organizations, and communication strategies on leadership effectiveness. It has yielded valuable managerial implications and insights for managers and other executives in Fuzhou City, Fujian Province, China. At the same time, this study has laid a solid foundation for future research, which is thought to be helpful for the audience. It is suggested that the comparison of leadership effectiveness between male leaders and female leaders should be intensively scrutinized for future study. This is because males and females differ significantly in several aspects. For example, women tend to

adopt a cooperative leadership style, whereas men often employ a command-and-control style. Women are often perceived as compassionate, while men are often perceived as strict. Women tend to rely on EQ (emotional intelligence), while men tend to rely on IQ (intelligence quotient). Women make transformational leaders while men make inclusive leaders. Women influence, while men coach.

5.5 Limitations of the Study

The samples in this study are limited to 400, which meet the academic criteria. However, it would be more beneficial if the scope of the research were broadened to encompass a broader range of datasets, including those from both Chinese and foreign organizations. This expansion would not only improve the representativeness of Fuzhou City, Fujian Province, China, but also enhance its applicability to other countries, particularly the neighboring country of Thailand.
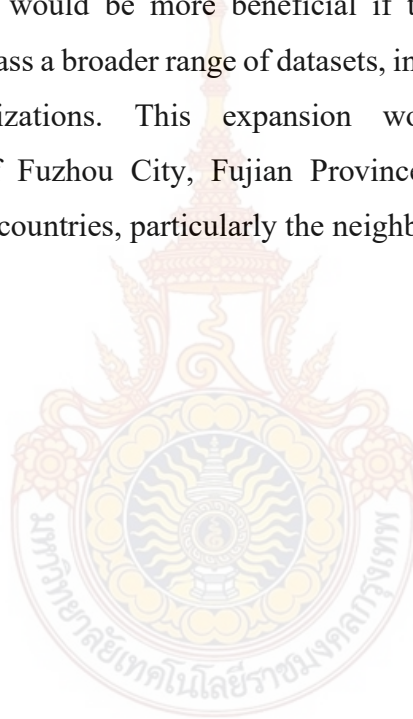
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APPENDICES

APPENDIX 1: Questionnaire (English Version)

Dear Participant,

Thank you for contributing to our research on "THE INFLUENCE OF EMOTIONAL INTELLIGENCE, CULTURAL DIVERSITY IN ORGANIZATION, AND COMMUNICATION STRATEGIES ON LEADERSHIP EFFECTIVENESS IN DIVERSE WORKPLACES IN FUZHOU CITY, FUJIAN PROVINCE, CHINA." Your insights are essential for enhancing leadership dynamics in Fuzhou City.

This survey, which takes approximately <u>15 minutes</u>, seeks your honest opinions on emotional intelligence and leadership in diverse teams. Your responses, kept confidential, will inform strategies to improve workplace inclusivity and management practices. For queries or assistance, please contact Mr. Yaosheng Chen (Jack), Mobile: 18659150312, WeChat: 18659150312. We greatly appreciate your participation, which is crucial in shaping effective leadership in Fuzhou's diverse work environments.

Researcher
Mr. Yaosheng Chen

**RAJAMANGALA UNIVERSITY OF TECHNOLOGY
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Section 1: Demographic Factors

1. Gender
   - ❑ Male
   - ❑ Female

2. Marital Status
   - ❑ Single
   - ❑ Married
   - ❑ Divorced/Widowed/Separated

3. Age
   - ❑ 20 but less than 25 years old
   - ❑ 25 but less than 35 years old
   - ❑ 35 but less than 45 years old
   - ❑ 45 but less than 55 years old
   - ❑ 55 years old and above

4. Educational Background
   - ❑ Junior High School
   - ❑ High School
   - ❑ Bachelor's Degree
   - ❑ Master's Degree
   - ❑ PhD or higher

5. Monthly Income
   - ❑ Under 5,000 RMB
   - ❑ 5,000 but less than 10,000 RMB
   - ❑ 10,000 but less than 15,000 RMB
   - ❑ 15,000 but less than 20,000 RMB
   - ❑ 20,000 RMB and more

6. Work Experiences:
   - ❑ Less than 3 years
   - ❑ 3 but less than 5 years
   - ❑ 5 but less than 10 years
   - ❑ 10 but less than 20 years
   - ❑ 20 years or more

Section 2: Emotional Intelligence

Section 2 of the questionnaire assesses 'emotional intelligence', a key factor in workplace dynamics. Please rate your self-awareness, empathy, and social skills on a scale from: [1 (Very Disagree); 2 (Disagree); 3 (Moderate); 4 (Agree); to 5 (Very Agree)]. Your honest responses are crucial for understanding how emotional intelligence influences team interactions and management effectiveness.

Classification	Item	1	2	3	4	5
7. Self-awareness	7.1. I know what makes me happy.					
	7.2. I know when I am happy.					
	7.3. I always know when I am being unreasonable.					
	7.4. I realise immediately when I lose my temper.					
	7.5. I usually recognize when I am stressed.					
	7.6. Awareness of my emotions is critical to me at all times.					
	7.7. When I feel anxious, I usually can account for the reason(s).					
	7.8. When I am being 'emotional', I am aware of this.					
	7.9. I can tell if someone has upset or annoyed me.					
	7.10. I can let anger 'go' quickly so that it no longer affects me.					
8. Self-regulation	8.1. I can 'reframe' bad situations quickly.					
	8.2. I can consciously alter my frame of mind or mood.					
	8.3. I can suppress my emotions when necessary.					
	8.4. I do not wear my 'heart on my sleeve'.					
	8.5. I do not let stressful situations or people affect me once I have left work.					
	8.6. I rarely worry about work or life in general.					
	8.7. I rarely 'fly off the handle' at other people.					
	8.8. Others can rarely tell what kind of mood I am in.					
	8.9. Others often do not know how I am feeling about things.					
	8.10. Difficult people do not annoy me.					
9. Motivation	9.1 I can always motivate myself to do complex tasks.					
	9.2. I am usually able to prioritize important tasks at work and attend to them.					
	9.3. I always meet deadlines.					
	9.4. I never waste time.					
	9.5. I do not prevaricate.					
	9.6. I can always motivate myself even when I feel low.					

Classification	Item	1	2	3	4	5
	9.7. I believe you should do the difficult things first.					
	9.8. I believe in 'Action this Day'.					
	9.9. Delayed gratification is a virtue that I hold to.					
	9.10. Motivation has been the key to my success.					
10. Empathy	10.1. I am always able to see things from the other person's viewpoint.					
	10.2. I am excellent at empathising with someone else's problem.					
	10.3. I can tell if someone is not happy with me.					
	10.4. I can tell if a team of people is not getting along with each other.					
	10.5. I can usually understand why people are being difficult towards me.					
	10.6. I can sometimes see things from others' perspectives.					
	10.7. I can understand if I am being unreasonable.					
	10.8. I can understand why my actions sometimes offend others.					
	10.9. Reasons for disagreements are always clear to me.					
	10.10. Other individuals are not 'difficult', just 'different'.					
11. Social Skills	11.1. I am an excellent listener.					
	11.2. I never interrupt other people's conversations.					
	11.3. I am skilled at adapting to and getting along with diverse groups of people.					
	11.4. People are the most interesting thing in life for me.					
	11.5. I love meeting new people and getting to know what makes them tick.					
	11.6. I like to ask questions to find out what is important to people.					
	11.7. I see working with difficult people as simply a challenge to win them over.					
	11.8. I am skilled at resolving conflicts with others.					
	11.9. I generally build solid relationships with those I work with.					
	11.10. I need a variety of work colleagues to make my job interesting.					

Section 3: Cultural Diversity in Organizations

Section 3 of the questionnaire assesses 'cultural diversity in organizations', a key factor in workplace dynamics. Please rate your cultural diversity in organizations on a scale from: [1 (Very Disagree); 2 (Disagree); 3 (Moderate); 4 (Agree); to 5 (Very Agree)]. Your honest responses are crucial for understanding how emotional intelligence influences team interactions and management effectiveness.

Classification	Item	1	2	3	4	5
12. Diversity	12.1. Do you think our company has a diverse workforce?					
	12.2. Our company fosters a positive and inclusive environment, regardless of an individual's sexual orientation, race, age, nationality, or disability status.					
	12.3. Do you think our company considers job applications from diverse groups equally?					
	12.4. Do you feel valued for the work you complete, regardless of your sexual identity, race, disability, or nationality?					
	12.5. Do you ever feel unconscious biases within our workplace culture?					
	12.6. Have you ever felt uncomfortable discussing your race, nationality, gender identity, or disability with anyone at work?					
	12.7. Do you think our company encourages diverse perspectives and ideas?					
13. Equity	13.1. Managers provide equal opportunities to people from diverse backgrounds.					
	13.2. Our company's career progression system offers equitable opportunities for career growth among all employees.					
	13.3. Do you think everyone gets treated fairly within our organization?					
	13.4. Have you ever noticed favoritism in the workplace?					
	13.5. Does your management team support the needs of employees with disabilities?					
	13.6 Does your management practice transparent communication for everyone with regards to pay, promotions, and opportunities?					
	13.7. Does your supervisor show a commitment to workplace equity?					
14. Inclusion	14.1 The senior leadership team prioritizes initiatives that promote inclusion.					

Classification	Item	1	2	3	4	5
	14.2 Do you feel comfortable sharing your opinions and ideas with coworkers and managers, even if they differ?					
	14.3. I feel included in the decisions that impact the business.					
	14.4. Are you confident in sharing your opinions with management, even when they contradict the norm?					
	14.5. Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?					
	14.6. Have you ever felt left out or excluded from certain activities in the workplace?					
	14.7. Are you comfortable voicing your opinions and concerns at work?					
15. Belonging	15.1. Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?					
	15.2. Do you feel a sense of ownership over your work?					
	15.3 I can depend on my coworkers.					
	15.4. Do you feel like you belong to this company?					
	15.5. Our company's mission inspires me to strive for excellence in my work.					
	15.6. Can you see yourself working for this company in the next two years?					
	15.7 Have you ever hesitated to express your authentic self at work?					

Section 4: Communication Strategies

Section 4 of the questionnaire assesses 'communication strategies', a key factor in workplace dynamics. Please rate your communication strategies on a scale from: [1 (Very Disagree); 2 (Disagree); 3 (Moderate); 4 (Agree); to 5 (Very Agree)]. Your honest responses are crucial for understanding how emotional intelligence influences team interactions and management effectiveness.

Classification	Item	1	2	3	4	5
16. Awareness and Understanding	16.1. Do you understand how your role contributes to the company's success?					
	16.2. Do you think that you are aware of what is expected of you in your role?					
	16.3. Do you think that you are up to date with your company's news and developments?					
	16.4. Do you feel like you have access to the correct information to do your job?					
	16.5 Are there any communication methods that you think would be beneficial for the organization but are not currently in use?					
17. Communication Quality	17.1 Are there any messages or updates that are difficult to understand?					
	17.2. Do you think the amount of information being communicated is appropriate?					
	17.3. Are there any topics or conversations that could benefit from more detail or clarification?					
	17.4 The communication methods used by the organization match your preferences and needs.					
	17.5. Are there any topics or conversations that should be discussed more openly or frequently?					
18. Accessibility	18.1. Are there any channels or methods that you would like to see included in the organization's communication strategy?					
	18.2. Do you think that the information is easily accessible when you need it?					
	18.3. Do you think that all employees are given an equal opportunity to contribute their ideas or opinions?					
	18.4. Are there any communication tools or systems that you think should be improved or updated?					

Classification	Item	1	2	3	4	5
	18.5. Do the current communication methods used by the organization meet your needs and expectations?					
19. Employee Engagement	19.1. Are there any areas that could be improved to better support collaboration and engagement?					
	19.2. Is there anything that could be done to make internal communications more effective and efficient?					
	19.3. Do you think the current communication methods are contributing to the success of the organization?					
	19.4. Are there any suggestions that you can give to make internal communications more enjoyable or engaging?					
	19.5. Are there any topics or conversations that should be discussed more openly or frequently?					

Section 5: Leadership Styles

Section 5 of the questionnaire assesses 'leadership styles', a key factor in workplace dynamics. Please rate your leadership styles on a scale from: [1 (Very Disagree); 2 (Disagree); 3 (Moderate); 4 (Agree); to 5 (Very Agree)]. Your honest responses are crucial for understanding how emotional intelligence influences team interactions and management effectiveness.

Classification	Item	1	2	3	4	5
20. Decision-Making Leadership Styles	Participative leadership					
	Autocratic leadership					
	Laissez-faire leadership					
21. Everyday leadership styles	Consideration style of leadership					
	Initiating structure style of leadership					
	Transactional leadership style					
22. Beyond everyday work leadership styles	Visionary leadership					
	Transformational leadership					
	Empowering leadership					
23. Value-based leadership styles	Ethical leadership					
	Authentic leadership					
	Servant leadership					

Section 6: Leadership Effectiveness

Section 6 of the questionnaire assesses 'leadership effectiveness', a key factor in workplace dynamics. Please rate your leadership effectiveness on a scale from: [1 (Very Disagree); 2 (Disagree); 3 (Moderate); 4 (Agree); to 5 (Very Agree)]. Your honest responses are crucial for understanding how emotional intelligence influences team interactions and management effectiveness.

Classification	Item	1	2	3	4	5
24. Team Performance	20.1. Our team effectively manages its resources and time.					
	20.2. We regularly achieve successful outcomes in complex projects.					
	20.3. Our team dynamics contribute positively to achieving our objectives.					
	20.4. Our team's achievements are recognized and celebrated by the organization.					
	20.5. Our team's achievements are recognized and celebrated by the organization.					
25. Employee Satisfaction	21.1. I believe there is effective communication within the team.					
	21.2. The leadership fosters a culture of learning and development.					
	21.3. I feel that my work-life balance is respected in this team.					
	21.4. The team environment encourages innovation and creativity.					
	21.5. I feel secure and stable in my role within the team.					
26. Conflict Resolution Effectiveness	22.1. Leadership proactively addresses potential conflicts before they escalate.					
	22.2. A process is in place for providing constructive feedback and resolving disputes.					
	22.3. The resolution of conflicts often leads to new ideas and approaches.					
	22.4. Team members trust the leadership to handle conflicts reasonably.					
	22.5. Conflict resolution in our team strengthens relationships and cooperation.					

Thank you very much for your cooperation.

Validity of Questionnaires

Appendix 2.1: ICO of Emotional Intelligence

Classification	Item	1	2	3	Index
7. Self-awareness	7.1. I know what makes me happy.	+1	+1	+1	1
	7.2. I know when I am happy.	+1	+1	+1	1
	7.3. I always know when I am being unreasonable.	+1	+1	+1	1
	7.4. I realise immediately when I lose my temper.	+1	+1	+1	1
	7.5. I usually recognize when I am stressed.	+1	+1	+1	1
	7.6. Awareness of my own emotions is essential to me at all times.	+1	+1	+1	1
	7.7. When I feel anxious, I usually can account for the reason(s).	+1	+1	+1	1
	7.8. When I am being 'emotional', I am aware of this.	+1	+1	+1	1
	7.9. I can tell if someone has upset or annoyed me.	+1	+1	+1	1
	7.10. I can let anger 'go' quickly so that it no longer affects me.	+1	+1	+1	1
8. Self-regulation	8.1 I can 'reframe' bad situations quickly.	+1	+1	+1	1
	8.2 I can consciously alter my frame of mind or mood.	+1	+1	+1	1
	8.3. I can suppress my emotions when necessary.	+1	+1	+1	1
	8.4. I do not wear my 'heart on my sleeve'	+1	+1	+1	1
	8.5. I do not let stressful situations or people affect me once I have left work.	+1	+1	+1	1
	8.6. I rarely worry about work or life in general.	+1	+1	+1	1
	8.7. I rarely 'fly off the handle' at other people.	+1	+1	+1	1
	8.8. Others can rarely tell what kind of mood I am in.	+1	+1	+1	1
	8.9. Others often do not know how I am feeling about things.	+1	+1	+1	1
	8.10. Difficult people do not annoy me.	+1	+1	+1	1
9. Motivation	9.1. I can always motivate myself to do complex tasks.	+1	+1	+1	1
	9.2. I am usually able to prioritize important tasks at work and attend to them.	+1	+1	+1	1
	9.3. I always meet deadlines.	+1	+1	+1	1
	9.4. I never waste time.	+1	+1	+1	1
	9.5. I do not prevaricate.	+1	+1	+1	1
	9.6. I can always motivate myself even when I feel low.	+1	+1	+1	1
	9.7. I believe you should do the difficult things first.	+1	+1	+1	1
	9.8. I believe in 'Action this Day'.	+1	+1	+1	1
	9.9. Delayed gratification is a virtue that I hold to.	+1	+1	+1	1

Classification	Item	1	2	3	Index
	9.10. Motivation has been the key to my success.	+1	+1	+1	1
10. Empathy	10.1. I am always able to see things from the other person's viewpoint.	+1	+1	+1	1
	10.2. I am excellent at empathising with someone else's problem.	+1	+1	+1	1
	10.3. I can tell if someone is not happy with me.	+1	+1	+1	1
	10.4. I can tell if a team of people is not getting along with each other.	+1	+1	+1	1
	10.5. I can usually understand why people are being difficult towards me.	+1	+1	+1	1
	10.6. I can sometimes see things from others' perspectives.	+1	+1	+1	1
	10.7. I can understand if I am being unreasonable.	+1	+1	+1	1
	10.8. I can understand why my actions sometimes offend others.	+1	+1	+1	1
	10.9. Reasons for disagreements are always clear to me.	+1	+1	+1	1
	10.10. Other individuals are not 'difficult', just 'different'.	+1	+1	+1	1
11. Social Skills	11.1. I am an excellent listener.	+1	+1	+1	1
	11.2. I never interrupt other people's conversations.	+1	+1	+1	1
	11.3. I am skilled at adapting to and getting along with a diverse range of people.	+1	+1	+1	1
	11.4. People are the most interesting thing in life for me.	+1	+1	+1	1
	11.5. I love meeting new people and getting to know what makes them tick.	+1	+1	+1	1
	11.6. I like to ask questions to find out what is important to people.	+1	+1	+1	1
	11.7. I see working with difficult people as simply a challenge to win them over.	+1	+1	+1	1
	11.8. I am skilled at resolving conflicts with others.	+1	+1	+1	1
	11.9. I generally build solid relationships with those I work with.	+1	+1	+1	1
	11.10. I need a variety of work colleagues to make my job interesting.	+1	+1	+1	1

Appendix 2.2: IOC of Cultural Diversity in Organizations

Classification	Item	1	2	3	Index
12. Diversity	12.1. Do you think our company has a diverse workforce?	+1	+1	+1	1
	12.2. Our company fosters a positive and inclusive environment, regardless of an individual's sexual orientation, race, age, nationality, or disability status.	+1	+1	+1	1
	12.3. Do you think our company considers job applications from diverse groups equally?	+1	+1	+1	1
	12.4. Do you feel valued for the work you complete, regardless of your sexual identity, race, disability, or nationality?	+1	+1	+1	1
	12.5. Do you ever feel unconscious biases within our workplace culture?	+1	+1	+1	1
	12.6. Have you ever felt uncomfortable discussing your race, nationality, gender identity, or disability with anyone at work?	+1	+1	+1	1
	12.7. Do you think our company encourages diverse perspectives and ideas?	+1	+1	+1	1
13. Equity	13.1. Managers provide equal opportunities to people from diverse backgrounds.	+1	+1	+1	1
	13.2. Our company's career progression system offers equitable opportunities for career growth among all employees.	+1	+1	+1	1
	13.3. Do you think everyone gets treated fairly within our organization?	+1	+1	+1	1
	13.4. Have you ever noticed favoritism in the workplace?	+1	+1	+1	1
	13.5. Does your management team support the needs of employees with disabilities?	+1	+1	+1	1
	13.6 Does your management practice transparent communication for everyone with regards to pay, promotions, and opportunities?	+1	+1	+1	1
	13.7. Does your supervisor show a commitment to workplace equity?	+1	+1	+1	1
14. Inclusion	14.1 The senior leadership team prioritizes initiatives that promote inclusion.	+1	+1	+1	1
	14.2 Do you feel comfortable sharing your opinions and ideas with coworkers and managers, even if they differ?	+1	+1	+1	1
	14.3. I feel included in the decisions that impact the business.	+1	+1	+1	1

Classification	Item	1	2	3	Index
	14.4. Are you confident in sharing your opinions with management, even when they contradict the norm?	+1	+1	+1	1
	14.5. Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?	+1	+1	+1	1
	14.6. Have you ever felt left out or excluded from certain activities in the workplace?	+1	+1	+1	1
	14.7. Are you comfortable voicing your opinions and concerns at work?	+1	+1	+1	1
15. Belonging	15.1. Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?	+1	+1	+1	1
	15.2. Do you feel a sense of ownership over your work?	+1	+1	+1	1
	15.3 I can depend on my coworkers.	+1	+1	+1	1
	15.4. Do you feel like you belong to this company?	+1	+1	+1	1
	15.5. Our company's mission inspires me to strive for excellence in my work.	+1	+1	+1	1
	15.6. Can you see yourself working for this company for the next two years?	+1	+1	+1	1
	15.7 Have you ever hesitated to express your authentic self at work?	+1	+1	+1	1

Appendix 2.3: IOC of Communication Strategies

Classification	Item	1	2	3	Index
16. Awareness and Understanding	16.1. Do you understand how your role contributes to the company's success?	+1	+1	+1	1
	16.2. Do you think that you are aware of what is expected of you in your role?	+1	+1	+1	1
	16.3. Do you think that you are up to date with your company's news and developments?	+1	+1	+1	1
	16.4. Do you feel like you have access to the correct information to do your job?	+1	+1	+1	1
	16.5 Are there any communication methods that you think would be beneficial for the organization but are not currently in use?	+1	+1	+1	1
17. Communication Quality	17.1 Are there any messages or updates that are difficult to understand?	+1	+1	+1	1
	17.2. Do you think the amount of information being communicated is appropriate?	+1	+1	+1	1
	17.3. Are there any topics or conversations that could benefit from more detail or clarification?	+1	+1	+1	1
	17.4 The communication methods used by the organization match your preferences and needs.	+1	+1	+1	1
	17.5. Are there any topics or conversations that should be discussed more openly or frequently?	+1	+1	+1	1
18. Accessibility	18.1. Are there any channels or methods that you would like to see included in the organization's communication strategy?	+1	+1	+1	1
	18.2. Do you think that the information is easily accessible when you need it?	+1	+1	+1	1
	18.3. Do you think that all employees are given an equal opportunity to contribute their ideas or opinions?	+1	+1	+1	1
	18.4. Are there any communication tools or systems that you think should be improved or updated?	+1	+1	+1	1
	18.5. Do the current communication methods used by the organization meet your needs and expectations?	+1	+1	+1	1
19. Employee Engagement	19.1. Are there any areas that could be improved to better support collaboration and engagement?	+1	+1	+1	1

Classification	Item	1	2	3	Index
	19.2. Is there anything that could be done to make internal communications more effective and efficient?	+1	+1	+1	1
	19.3. Do you think the current communication methods are contributing to the success of the organization?	+1	+1	+1	1
	19.4. Are there any suggestions that you can give to make internal communications more enjoyable or engaging?	+1	+1	+1	1
	19.5. Are there any topics or conversations that should be discussed more openly or frequently?	+1	+1	+1	1

Appendix 2.4: IOC of Leadership Styles

Classification	Item	1	2	3	Index
20. Decision-Making Leadership Styles	Participative leadership	+1	+1	+1	1
	Autocratic leadership	+1	+1	+1	1
	Laissez-faire leadership	+1	+1	+1	1
21. Everyday leadership styles	Consideration style of leadership	+1	+1	+1	1
	Initiating structure style of leadership	+1	+1	+1	1
	Transactional leadership style	+1	+1	+1	1
22. Beyond everyday work leadership styles	Visionary leadership	+1	+1	+1	1
	Transformational leadership	+1	+1	+1	1
	Empowering leadership	+1	+1	+1	1
23. Value-based leadership styles	Ethical leadership	+1	+1	+1	1
	Authentic leadership	+1	+1	+1	1
	Servant leadership	+1	+1	+1	1

Appendix 2.5: IOC of Leadership Effectiveness

Classification	Item	1	2	3	Index
24. Team Performance	20.1 Our team effectively manages its resources and time.	+1	+1	+1	1
	20.2 We regularly achieve successful outcomes in complex projects.	+1	+1	+1	1
	20.3 Our team dynamics contribute positively to achieving our objectives.	+1	+1	+1	1
	20.4 Our team's achievements are recognized and celebrated by the organization.	+1	+1	+1	1
	20.5 Our team's achievements are recognized and celebrated by the organization.	+1	+1	+1	1
25. Employee Satisfaction	21.1 I believe there is effective communication within the team.	+1	+1	+1	1
	21.2 The leadership fosters a culture of learning and development.	+1	+1	+1	1
	21.3 I feel that my work-life balance is respected in this team.	+1	+1	+1	1
	21.4 The team environment encourages innovation and creativity.	+1	+1	+1	1
	21.5 I feel secure and stable in my role within the team.	+1	+1	+1	1
26. Conflict Resolution Effectiveness	21.1 Leadership proactively addresses potential conflicts before they escalate.	+1	+1	+1	1
	22.2 A process is in place for providing constructive feedback and resolving disputes.	+1	+1	+1	1
	22.3 The resolution of conflicts often leads to new ideas and approaches.	+1	+1	+1	1
	22.4 Team members trust the leadership to handle conflicts reasonably.	+1	+1	+1	1
	22.5 Conflict resolution in our team strengthens relationships and cooperation.	+1	+1	+1	1

Appendix 3

Reliability of Questionnaires

Appendix 3.1 Reliability Analysis on Emotional Intelligence

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
7. Self-awareness	7.1 I know what makes me happy.	.291	.872	.861
	7.2 I know when I am happy.	.470	.858	
	7.3 I always know when I am being unreasonable.	.648	.844	
	7.4 I realise immediately when I lose my temper.	.692	.838	
	7.5 I usually recognize when I am stressed.	.656	.842	
	7.6 Awareness of my own emotions is very important to me at all times.	.658	.842	
	7.7 When I feel anxious, I usually can account for the reason(s).	.633	.845	
	7.8 When I am being 'emotional', I am aware of this.	.638	.844	
	7.9 I can tell if someone has upset or annoyed me.	.572	.849	
	7.10 I can let anger 'go' quickly so that it no longer affects me.	.516	.855	
8. Self-regulation	8.1 I can 'reframe' bad situations quickly.	.404	.821	.821
	8.2 I can consciously alter my frame of mind or mood.	.480	.813	
	8.3 I can suppress my emotions when necessary.	.654	.795	
	8.4 I do not wear my 'heart on my sleeve'	.574	.802	
	8.5 I do not let stressful situations or people affect me once I have left work.	.513	.809	
	8.6 I rarely worry about work or life in general.	.537	.806	
	8.7 I rarely 'fly off the handle' at other people.	.477	.813	
	8.8 Others can rarely tell what kind of mood I am in.	.481	.812	

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	8.9 Others often do not know how I am feeling about things.	.499	.810	
	8.10 Difficult people do not annoy me.	.499	.810	
9. Motivation	9.1 I can always motivate myself to do difficult tasks.	.495	.815	
	9.2 I am usually able to prioritize important tasks at work and attend to them.	.528	.812	
	9.3 I always meet deadlines.	.585	.806	
	9.4 I never waste time.	.543	.810	
	9.5 I do not prevaricate.	.538	.811	
	9.6 I can always motivate myself even when I feel low.	.419	.823	.826
	9.7 I believe you should do the difficult things first.	.471	.817	
	9.8 I believe in 'Action this Day'.	.544	.810	
	9.9 Delayed gratification is a virtue that I hold to.	.522	.812	
	9.10 Motivation has been the key to my success.	.495	.815	
10. Empathy	10.1 I am always able to see things from the other person's viewpoint.	.498	.841	
	10.2 I am excellent at empathising with someone else's problem.	.555	.835	
	10.3 I can tell if someone is not happy with me.	.473	.842	
	10.4 I can tell if a team of people is not getting along with each other.	.478	.842	
	10.5 I can usually understand why people are being difficult towards me.	.491	.841	.832
	10.6 I can sometimes see things from others' perspectives.	.584	.833	
	10.7 I can understand if I am being unreasonable.	.584	.833	
	10.8 I can understand why my actions sometimes offend others.	.465	.843	
	10.9 Reasons for disagreements are always clear to me.	.689	.822	

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	10.10 Other individuals are not 'difficult', just 'different'.	.689	.822	
11. Social Skills	11.1 I am an excellent listener.	.467	.833	.839
	11.2 I never interrupt other people's conversations.	.504	.830	
	11.3 I am skilled at adapting to and getting along with a diverse range of people.	.573	.824	
	11.4 People are the most interesting thing in life for me.	.564	.824	
	11.5 I love meeting new people and getting to know what makes them tick.	.486	.831	
	11.6 I like to ask questions to find out what is important to people.	.630	.817	
	11.7 I see working with difficult people as simply a challenge to win them over.	.593	.821	
	11.8 I am skilled at resolving conflicts with others.	.589	.822	
	11.9 I generally build solid relationships with those I work with.	.485	.832	
	11.10 I need a variety of work colleagues to make my job interesting.	.467	.833	

Appendix 3.2 Reliability Analysis on Cultural Diversity in Organization

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
12. Diversity	12.1. Do you think our company has a diverse workforce?	.462	.833	.830
	12.2. Our company fosters a positive and inclusive environment, regardless of an individual's sexual orientation, race, age, nationality, or disability status.	.645	.807	
	12.3. Do you think our company considers job applications from diverse groups equally?	.586	.815	
	12.4. Do you feel valued for the work you complete, regardless of your sexual identity, race, disability, or nationality?	.583	.816	
	12.5. Do you ever feel unconscious biases within our workplace culture?	.650	.806	
	12.6. Have you ever felt uncomfortable discussing your race, nationality, gender identity, or disability with anyone at work?	.616	.810	
	12.7. Do you think our company encourages diverse perspectives and ideas?	.582	.816	
13. Equity	13.1. Managers provide equal opportunities to people from diverse backgrounds.	.331	.765	.760
	13.2. Our company's career progression system offers equitable opportunities for career growth among all employees.	.445	.741	
	13.3. Do you think everyone gets treated fairly within our organization?	.522	.725	
	13.4. Have you ever noticed favoritism in the workplace?	.540	.722	
	13.5. Does your management team support the needs of employees with disabilities?	.548	.720	

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	13.6 Does your management practice transparent communication for everyone with regards to pay, promotions, and opportunities?	.500	.730	
	13.7. Does your supervisor show a commitment to workplace equity?	.496	.731	
14. Inclusion	14.1 The senior leadership team prioritizes initiatives that promote inclusion.	.647	.838	.856
	14.2 Do you feel comfortable sharing your opinions and ideas with coworkers and managers, even if they differ?	.663	.835	
	14.3. I feel included in the decisions that impact the business.	.632	.839	
	14.4. Are you confident in sharing your opinions with management, even when they contradict the norm?	.615	.842	
	14.5. Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?	.646	.838	
	14.6. Have you ever felt left out or excluded from certain activities in the workplace?	.627	.840	
	14.7. Are you comfortable voicing your opinions and concerns at work?	.562	.849	
15. Belonging	15.1. Has anyone at work discriminated against you because of your race, ethnicity, religion, political beliefs, or cultural background?	.654	.780	
	15.2. Do you feel a sense of ownership over your work?	.650	.781	
	15.3 I can depend on my coworkers.	.638	.783	
	15.4. Do you feel like you belong to this company?	.514	.805	.828

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	15.5. Our company's mission inspires me to strive for excellence in my work.	.590	.792	
	15.6. Can you see yourself working for this company for the next two years?	.552	.799	
	15.7 Have you ever hesitated to express your authentic self at work?	.328	.831	

Appendix 3.3 Reliability Analysis on Communication Strategies

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
16. Awareness and Understanding	16.1. Do you understand how your role contributes to the company's success?	.220	.868	.742
	16.2. Do you think that you are aware of what is expected of you in your role?	.757	.705	
	16.3. Do you think that you are up to date with your company's news and developments?	.779	.697	
	16.4. Do you feel like you have access to the right information to do your job?	.606	.750	
	16.5 Are there any communication methods that you think would be beneficial for the organization but are not currently in use?	.623	.745	
17. Communication Quality	17.1 Are there any messages or updates that are difficult to understand?	.359	.730	.727
	17.2. Do you think the amount of information being communicated is appropriate?	.547	.658	
	17.3. Are there any topics or conversations that could benefit from more detail or clarification?	.585	.637	
	17.4 The communication methods used by the organization match your preferences and needs.	.627	.623	
	17.5. Are there any topics or conversations that should be discussed more openly or frequently?	.335	.734	
18. Accessibility	18.1. Are there any channels or methods that you would	.376	.767	.756

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	like to see included in the organization's communication strategy?			
	18.2. Do you think that the information is easily accessible when you need it?	.492	.727	
	18.3. Do you think that all employees are given an equal opportunity to contribute their ideas or opinions?	.611	.689	
	18.4. Are there any communication tools or systems that you think should be improved or updated?	.570	.699	
	18.5. Do the current communication methods used by the organization meet your needs and expectations?	.599	.689	
19. Employee Engagement	19.1. Are there any areas that could be improved to better support collaboration and engagement?	.509	.800	
	19.2. Is there anything that could be done to make internal communications more effective and efficient?	.699	.747	
	19.3. Do you think the current communication methods are contributing to the success of the organization?	.692	.744	
	19.4. Are there any suggestions that you can give to make internal communications more enjoyable or engaging?	.628	.765	.809
	19.5. Are there any topics or conversations that should be	.497	.810	

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	discussed more openly or frequently?			

Appendix 3.4 Reliability Analysis on Leadership

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
20. Decision-Making Leadership Styles	Participative leadership	.646	.480	.717
	Autocratic leadership	.626	.509	
	Laissez-faire leadership	.369	.801	
21. Everyday leadership styles	Consideration style of leadership	0.515	0.743	.762
	Initiating structure style of leadership	0.506	0.734	
	Transactional leadership style	0.615	0.676	
22. Beyond everyday work leadership styles	Visionary leadership	.824	.751	.871
	Transformational leadership	.743	.827	
	Empowering leadership	.695	.869	
23. Values-based leadership styles	Ethical leadership	.703	.657	.798
	Authentic leadership	.590	.777	
	Servant leadership	.637	.730	

Appendix 3.5 Reliability Analysis on Leadership Effectiveness

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
24. Team Performance	20.1. Our team effectively manages its resources and time.	.644	.789	.825
	20.2. We regularly achieve successful outcomes in complex projects.	.621	.795	
	20.3. Our team dynamics contribute positively to achieving our objectives.	.613	.799	
	20.4. Our team's achievements are recognized and celebrated by the organization.	.693	.773	
	20.5. Our team's achievements are recognized and celebrated by the organization.	.569	.809	
25. Employee Satisfaction	21.1. I believe there is effective communication within the team.	.605	.645	.728
	21.2. The leadership fosters a culture of learning and development.	.536	.671	
	21.3. I feel that my work-life balance is respected in this team.	.551	.664	
	21.4. The team environment encourages innovation and creativity.	.456	.702	
	21.5. I feel secure and stable in my role within the team.	.340	.744	
26. Conflict Resolution Effectiveness	22.1. Leadership proactively addresses potential conflicts before they escalate.	.709	.851	.882
	22.2. A process is in place for providing constructive feedback and resolving disputes.	.727	.847	
	22.3. The resolution of conflicts often leads to new ideas and approaches.	.689	.856	

Classification	Item	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted	Cronbach's Alpha
	22.4. Team members trust the leadership to handle conflicts fairly.	.704	.852	
	22.5. Conflict resolution in our team strengthens relationships and cooperation.	.713	.850	

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