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**Study of the Relationship between Emotional Intelligence and Leadership Practices of
Private Sector Employees in the City of Riyadh**

دراسة العلاقة بين الذكاء العاطفي والممارسات القيادية لموظفي القطاع الخاص في مدينة الرياض

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I. Introduction

Emotional Intelligence (EI) is a multifaceted concept that encompasses an individual's ability to perceive, understand, manage, and effectively articulate emotions. Mayer et al. (2004) were pioneers in formalizing this concept, defining EI as "the capacity to reason about emotions, and of emotions to enhance thinking." Through this capacity, individuals can process emotional information and utilize it in various cognitive tasks, including problem-solving and decision-making (Brackett et al., 2011).

Alongside EI, leadership practices form a critical component in organizational dynamics. These practices are a composite of behaviors and actions exercised by leaders to guide, influence, and manage their followers. Aspects such as articulating a vision, motivating followers, and fostering an environment that promotes collaboration and innovation are integral to leadership practices. These practices are adaptable and can vary significantly depending on the context, leadership style, and specific goals of the organization (Daniels, 2023).

In contemporary research, the correlation between EI and leadership practices has emerged as a vital field of study. This relationship is drawing attention because leaders with high levels of EI have been shown to be more proficient in managing teams, enhancing performance, and creating a positive workplace environment (Druskat et al., 2013). By delving into this relationship, scholars and practitioners can develop more refined leadership programs and strategies, thereby contributing positively to organizational success.

Private Sector in Riyadh

The private sector in Riyadh, Saudi Arabia, is a thriving and diverse economic landscape. It plays a vital role in the national economy, contributing to innovation, employment, and growth (Kim, 2023). Studying EI and leadership practices in this context offers insights into the specific cultural, organizational, and economic factors that influence leadership effectiveness in a rapidly growing and globalized city.

Purpose of the Study

The purpose of this research is to investigate the relationship between emotional intelligence and leadership practices among private-sector employees in Riyadh. By

exploring this connection, the study aims to contribute to the understanding of effective leadership and provide evidence-based recommendations for leadership development in the private sector.

Scope and Limitations

This study focuses on the private sector in Riyadh, examining EI and leadership practices within this specific context. While the findings may provide valuable insights, they may not be generalized to other sectors or regions without caution. Limitations might include potential biases in self-reported data, challenges in measuring EI, and the inherent complexity of leadership practices in different organizational settings.

II. Research Objectives

Assessment of EI level among private sector employees

Understanding the level of Emotional Intelligence (EI) among private sector employees in Riyadh is paramount to this study. Various methods and tools, such as self-report questionnaires and interviews, can be utilized to gauge individual abilities in recognizing, understanding, and managing emotions. The results of this assessment will provide an empirical foundation to explore how EI levels relate to workplace performance and leadership effectiveness.

Examination of Leadership Practices in Riyadh's private sector

This objective involves a thorough examination of leadership practices within Riyadh's private sector. By employing surveys, case studies, and observations, the study aims to identify the prevalent leadership styles, behaviors, and strategies in various organizations. Understanding these practices will help to elucidate the role of leadership in shaping organizational culture, driving innovation, and influencing employee engagement.

Analysis of the correlation between EI and leadership practices

Analyzing the correlation between EI and leadership practices is central to the research. This will involve statistical methods to establish whether a relationship exists between the EI levels of leaders and their leadership practices. Such an analysis will offer valuable insights into how emotions and emotional competencies may impact leadership effectiveness and organizational outcomes.

Identification of influencing factors

Identifying the factors that influence both EI and leadership practices is essential to develop a comprehensive understanding of these concepts within the context of Riyadh's private sector. These factors may include organizational culture, educational background, professional experience, personal traits, and social influences. A multifaceted approach to exploring these factors will contribute to the richness of the study and support practical applications.

Recommendations for leadership development programs

Based on the findings from the above objectives, the study will provide recommendations for designing and implementing leadership development programs that focus on enhancing EI. Such programs may include training, coaching, mentoring, and continuous evaluation. Tailoring these programs to the specific needs and challenges of the private sector in Riyadh can foster leadership effectiveness, employee satisfaction, and organizational success.

III. Literature Review

Historical Background

Emotional Intelligence (EI) and leadership theories have evolved through intricate relationships between psychology, organizational behavior, management practices, and human development. The study of emotions and intelligence dates back to Darwin's work on emotional expression (Jabr, 2010), but the formalization of EI as a psychological construct began with Mayer and Salovey in the 1990s.

In leadership, early theories such as the Trait Theory and Style Theory were further developed into modern concepts like Transformational Leadership and Servant Leadership. These theories show a shift from focusing solely on individual characteristics to considering the interactive and emotional elements that influence leadership effectiveness.

Early Conceptions of Emotions

- **Darwin's Work:** Darwin's study of emotions laid the foundation for understanding emotional expressions as vital communicative tools (Jabr, 2010).

- Psychological Approach: Early psychologists like Thorndike explored the role of "social intelligence" (Thorndike, 1920). William James also provided insights into the relationship between emotions and rational thinking back in 1890 (Lacasse, 2017).

Development of Emotional Intelligence Concept

- Gardner's Multiple Intelligences: Gardner's theory of multiple intelligences included an interpersonal dimension that contributed to the conceptualization of EI (Gardner, 1987).
- Mayer and Salovey: The formal definition and modeling of EI began with Mayer and Salovey (1997), creating a pathway for subsequent research and applications in organizational settings.

Evolution of Leadership Theories

- Trait and Style Theories: Early theories emphasized inherent traits or specific styles as determinants of effective leadership.
- Contingency and Situational Leadership: These theories acknowledged the importance of context, recognizing that leadership effectiveness varies based on situational factors (Fiedler, 1964).
- Transformational and Servant Leadership: Modern theories reflect an emphasis on moral values, emotional connections, and service orientation (Greenleaf, 1977).

Theories of Emotional Intelligence

Bar-On's Emotional Intelligence Model

Bar-On's model of Emotional Intelligence (EI) was significantly influenced by Goleman's 2006 work. This complex mixed model is comprehensive, encompassing both abilities and skills that directly impact one's emotional intelligence. A central tenet of this approach is an array of interrelated emotional and social competencies that affect intelligent behavior (Di Fabio et al., 2012). It is more than just recognizing and managing emotions; it is about adapting to change, understanding oneself, relating to others, and efficiently handling everyday challenges (Bar-On, 2006). One of Bar-On's most critical contributions is the Emotional Quotient Inventory (EQi), a tool that became instrumental after Bar-On recognized its significance through Goleman's writings. This tool has proven invaluable for companies implementing EI in their planning and organizational strategies (Ashkanasy & Daus, 2005), making Bar-On's model practical and applicable in real-world scenarios.

Mayer and Salovey's Emotional Intelligence Model

Mayer and Salovey's Emotional Intelligence model evolved into a highly structured framework focused on the ability to perceive, appraise, and express emotions, enhancing both emotional and intellectual growth (Mayer & Salovey, 1997). Their model is systematically organized into four distinct branches. The first, Emotional Perception, is fundamental to the model, serving as the foundation for recognizing both genuine and deceptive emotions in oneself and others. The second, Emotional Facilitation, is where emotions come to life, enriching cognitive processing and guiding thoughts. The third, Emotional Understanding, allows individuals to navigate complex and often conflicting emotions, transforming them into actionable insights. Finally, Emotional Management, dubbed the "action branch," includes a reflective monitoring process, controlling the effects of emotions to lead to thoughtful action (Harper & White, 2013). They took their theory a step further by developing the Mayer, Salovey, Caruso Emotional Intelligence Scale, a 45-minute assessment producing scores for each component, underscoring the importance of practical, performance-based measures (Brackett et al., 2011).

Goleman's Emotional Intelligence Model

Goleman's Emotional Intelligence model, while resonating with the mixed model concept similar to Salovey and Mayer, emphasizes the human capacity to recognize and manage emotions within relationships (Goleman, 1998). Goleman built on the foundations laid by predecessors, crafting a model that identifies five pivotal components: self-awareness, self-regulation, motivation, empathy, and social skills. Self-awareness emphasizes understanding one's emotions, self-regulation involves controlling impulses, motivation focuses on aligning emotions with goals, empathy relates to understanding others' feelings, and social skills encompass effective interaction. What sets Goleman's model apart is its adaptability, especially in the context of work life. By highlighting the subtle nuances between emotions, like distinguishing between happiness and ecstasy, Goleman provides insights that are transferable across various settings and scenarios. The core principle, capitalizing on changing moods to suit the task at hand, makes this understanding applicable to individuals in different environments, particularly in the workplace (Salovey & Grewal, 2005).

Theories of Leadership

Transactional Leadership

The concept of transactional leadership revolves around the relationship between leaders and followers, primarily guided by conditional rewards aimed at achieving organizational goals. It was originally introduced by Max Weber in 1947 and then expanded by Burns in 1978, who highlighted the exchange aspect between leaders and followers (Burns, 1978). This approach is anchored in a mutual dependence relationship, where the connection between leaders and followers hinges on reciprocal recognition and rewards. Leaders must be alert to their followers' expectations, and the effectiveness of this relationship is closely tied to satisfying these expectations and adapting to changes (Kellerman, 1984). The relationship can be categorized into lower-order and higher-order transactions, with the former focusing on concrete rewards like pay raises and the latter depending on non-material rewards to maintain performance (Yukl, 2013).

Bass (1990) identified core characteristics of transactional leadership, such as contingent rewards, active and passive management by exception, and laissez-faire leadership. He also laid out a five-step process to reach mutual goals, which includes clarification of expectations, setting expectations, explaining performance evaluation, providing feedback, and setting rewards (Bass, 1990). Effectiveness in transactional leadership has been found to vary; it is less effective when characterized by passive management by exception but can be notably effective when contingent rewards align with the values of followers (Bass, 1990).

Transformational Leadership

Transformational leadership represents a deeper understanding of leadership dimensions, setting itself apart from situational or transactional leadership, which depends on leaders' behavior or subordinates' performance. Instead, transformational leadership fosters the growth of followers, a theory introduced by Burns (1978) and later extended by Bass (1990). This approach emphasizes mutual growth, where leaders and followers work to uplift each other's motivation and morality, focusing on shared objectives (Bass, 1990). Key characteristics of transformational leaders include charisma, inspiration, intellectual stimulation, and individualized consideration (Bass, 1990). They motivate followers not only through reward systems but also by addressing group interests and promoting organizational well-being (Bass & Avolio, 1993). In comparison to transactional

leadership, Bass's studies reveal that transformational leadership contributes more positively toward organizational goals. The relationships between transformational leaders and followers tend to be more productive, offering a higher level of contribution to the organization (Bass, 1990).

Servant Leadership

Servant leadership, a unique approach introduced by Greenleaf in 1970, focuses primarily on the well-being and growth of followers, setting aside traditional organizational success to create opportunities for personal development (Greenleaf, 1977). Unlike performance-oriented leaders, servant-leaders emphasize ethical behavior, prioritizing followers' autonomy and striving for long-term sustainable performance (Stone et al., 2004). They seek to recognize the value of each individual, cultivating a learning environment that encourages participative thinking (Reinke, 2004). This stands in contrast to transformational leadership, as servant leadership emphasizes conditions that foster well-being and shared goals. This focus extends beyond mere organizational objectives to include the personal growth of the followers (Van Dierendonck et al., 2014). Furthermore, while the primary objective of servant leadership is to contribute to the growth of followers, it also aligns with organizational needs by maintaining performance expectations. In doing so, servant leadership strikes a balance where individuals are not sacrificed for profits, instead nurturing a holistic approach that supports both individual and organizational success (Sendjaya, 2015).

Emotional Intelligence and Leadership

Leadership effectiveness has long been linked to self-understanding and the ability to relate to others, a relationship evident even before the formalized concept of Emotional Intelligence (EI) emerged. EI's role in leadership, while acknowledged, presents challenges in quantification. EI encapsulates an awareness of one's emotions and the emotions of others, as well as an ability to engage with these emotions in a beneficial manner. It is key in shaping positive attitudes and behaviors, as Goleman and colleagues described through the notion of "primal leadership" (Schoo, 2008).

Leaders occupy a significant role within organizations, and their emotional competence can shape the emotions of those around them. High EI has been associated with strong

leadership skills, especially in areas such as self-regulation, social interaction, and internal awareness (Goleman, 1998). Several leaders have recognized the importance of EI in leadership effectiveness, as well as in fostering a sense of community, collaboration, and adaptability within the organization (Kobe et al., 2001).

The perception of EI as an ability implies the possibility of improving one's skills in accurately responding to emotional signals. This contrasts with seeing EI as a mere personality trait, as it underlines the possibility of personal growth (Fiori & Antonakis, 2012). Additionally, a well-developed EI promotes self-awareness, helping to avoid job burnout and enhancing fulfillment, safety, and efficacy in the workplace (May et al., 2004; Weng et al., 2011).

The significance of EI in leadership extends to its connection with successful organizational performance, employee satisfaction, and well-being (Goleman, 1998). Research by McClelland and consulting firms has also revealed correlations between EI and effective leadership styles, emphasizing flexibility and intuition (Goleman, 1998; Goleman, 2017).

Furthermore, the intuitive abilities of emotionally intelligent leaders may provide a clear understanding of organizational needs and the needs of individuals within the organization. Emotionally intelligent leaders are also associated with positive outcomes such as happiness, health, teamwork, and retention (Schoo, 2008). The importance of EI in leadership is not merely about organizational success but extends to the overall well-being and health of the workers, alleviating conditions that may lead to illness and absenteeism (Schoo, 2008). Adaptive leadership, which involves reading situations accurately and responding appropriately, is seen as an essential skill facilitated by high EI (Yukl & Mahsud, 2010; Wolfe, 2015).

In a related empirical study, Rahman et al. (2012) investigated the relationships between EI and two leadership styles among university students in Bangladesh. The study found a strong correlation between EI and transformational leadership style and a lesser association with transactional leadership style. Interestingly, the research did not uncover any significant gender differences in EI levels among the students. These findings underscore the pivotal role EI may play in developing future leaders, with the potential for targeted

training in EI to enhance leadership skills, despite some limitations in the study's generalizability.

Overall, the correlation between EI and leadership is apparent in both theoretical discussions and empirical studies, emphasizing the multifaceted role of EI in enhancing leadership quality, organizational effectiveness, and employee well-being. The importance of EI continues to be a subject of interest and exploration, with implications for both individual development and organizational success.

Emotional Intelligence and Organizational Performance

Emotional intelligence (EI) plays an integral role in forming a positive organizational climate and enhancing leadership style. Leaders possessing high EI often foster a work environment that promotes personal development and connectivity within the organization. This contrasts with those who employ rigid and commanding styles, leading to unawareness of existing problems (Goleman et al., 2013). Transformational leaders, in particular, work to nurture individual growth rather than merely focusing on goal achievement (Gragg, 2008). This emphasis on emotional intelligence can lead to greater job satisfaction and the creation of leaders with strong people skills and ethical standards (Goleman, 1998; Thiroux & Krasemann, 2014). Such leaders not only help in producing quality work but also contribute to creating a pleasurable and effective work environment (Gragg, 2008).

In addition to shaping the organizational climate, EI also significantly influences organizational change. Emotionally intelligent leaders are pivotal in effecting change and are most needed when new transformations are required (Collins, 2013). They are able to build resonance within the organization and select guiding coalitions characterized by power, expertise, credibility, and leadership skills (Kotter, 2009). Leaders who embrace change and possess self-awareness, self-regulation, motivation, empathy, and social skills are more likely to navigate organizational transitions successfully (Goleman, 1998). This resonates with the idea that effective leadership processes focus on emotional and intellectual learning, often through active and participatory work such as coaching (Goleman et al., 2013). The presence of these emotionally intelligent leaders contributes to both the effectiveness and adaptability of the organization, enhancing its overall performance.

Methodology

Research Design

The crux of this study was to engage in a descriptive analysis of the relationship between Emotional Intelligence (EI) and Leadership Practices among private sector employees in Riyadh. SurveyMonkey, an online survey platform, was utilized for its multi-faceted advantages, including rapid response collection, cost efficiency, and embedded data interpretation tools. This digital tool not only made data gathering more streamlined but also facilitated an easier understanding of results due to its graphical representation features. Aimed at Riyadh residents, the survey garnered responses from 115 participants, encapsulating a diverse age range to ensure holistic insights. They responded to seventeen questions that were meticulously designed to draw out their perceptions and experiences.

Data Collection Tools

Primary Data Collection: Online questionnaires have become a predominant method in modern research due to their efficiency and wide reach. The questionnaire used in this study consisted of seventeen meticulously designed questions framed to ensure clarity, objectivity, and relevance to the research topic. These questions aimed to probe into the intricate facets of the study, capturing both overt and nuanced sentiments across genders and age groups.

Secondary Data Collection: While primary data offers fresh, direct insights, the importance of secondary sources in grounding research in existing literature cannot be understated. This research cast a wide net, scanning several academic databases to amass a pool of potential resources. The rigorous selection criteria ensured that only resources of direct relevance were selected. This multi-tiered process of selection, followed by an in-depth review of abstracts, guaranteed the incorporation of only the most pertinent literature into the study.

Research Approach

Rooted in a deductive research paradigm, this study began with an overarching theory regarding EI and Leadership Practices. The goal was to synthesize this broader theory into nuanced findings grounded in empirical data. Such an approach informed the design of our research questions, ensuring that every question catered directly to a facet of the topic. By

doing so, the study was equipped to offer a deep dive into the intricacies of the relationship between EI and Leadership Practices among the participants.

Data Analysis

Quantitative Analysis: Given that the study primarily relied on survey responses, the primary analysis method was quantitative. Responses, especially those relating to the rating scales on understanding, perception, and frequency, were converted into numerical data. This allowed for rigorous statistical analysis, drawing out patterns, relationships, and insights related to the research questions.

Qualitative Analysis: While the study predominantly used a quantitative approach, some survey questions prompted participants to offer textual or open-ended answers. These responses were subjected to a qualitative thematic analysis. This method identified recurring sentiments, perspectives, and narratives, providing depth and context to the quantitative findings, especially when understanding participants' subjective experiences and perceptions about emotional intelligence in their work environments.

Research Questions

To provide proper information, seventeen research questions were used targeting the topic. The research questions were:

1. Gender?
2. Age?
3. How many years have you been working in the private sector?
4. Latest educational level?
5. Current Work Department?
6. What is the Company's Field?
7. Have you received any training or workshops on emotional intelligence and/or leadership practices?
8. Rate your level of understanding of leadership practices.
9. In your opinion, how important is emotional intelligence for effective leadership?
10. Rate your level of understanding of emotional intelligence.
11. How would you rate your level of emotional intelligence?

12. In your current work environment, how often do you witness leaders displaying emotional intelligence in their interactions with employees?
13. How effective do you perceive the leadership practices in your organization?
14. Do you believe that emotional intelligence can enhance leadership effectiveness?
15. How frequently do you engage in self-reflection and self-awareness activities to enhance your emotional intelligence?
16. Have you ever received feedback from your superiors regarding your emotional intelligence and leadership practices?
17. How open are you to learning and developing your emotional intelligence and leadership practices?

Ethical Considerations

Ensuring the ethical sanctity of research is both a moral and academic imperative. Participants were briefed about the research's objectives, methods, and potential implications. Informed consent was sought, emphasizing their right to withdraw at any point without repercussions. Utmost care was taken to anonymize data, ensuring that individual responses could not be traced back to respondents. At all stages, the research adhered to the guidelines stipulated by ethical research standards, valuing respect, integrity, and transparency.

Results

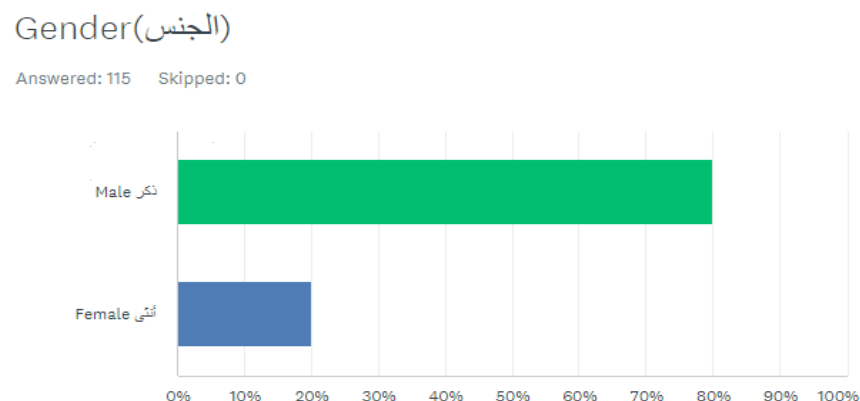


Figure 1: Gender Distribution of Respondents

In the survey, it is evident that there is a distinct skew towards male representation. Out of the 115 participants, males formed a substantial 80.00%, translating to 92 respondents. In comparison, females accounted for just a fifth of the total, with 23 participants or 20.00%.

This gender distribution offers a glimpse into the gender dynamics of private sector employees in Riyadh.

Age العمر

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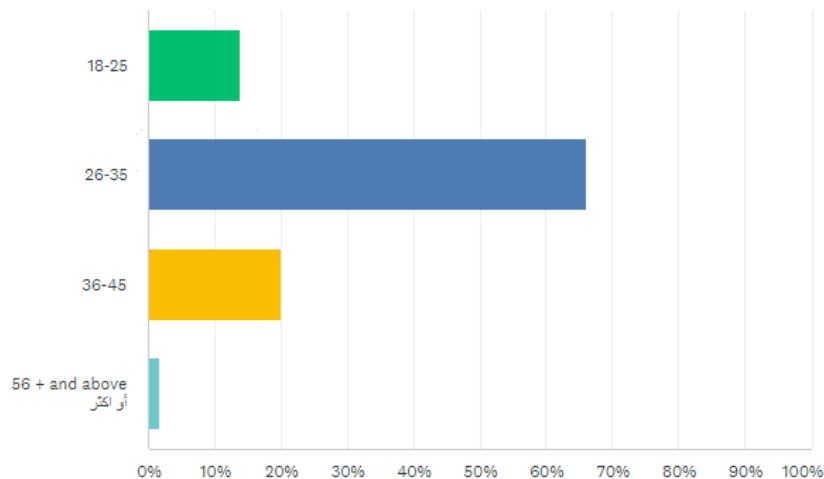


Figure 2: Age Distribution of Respondents

Analyzing the age distribution of the participants provides a clearer understanding of the demographics. The age bracket of 26-35 years emerges as the most represented, accounting for a robust 66.09% or 76 participants. This is followed distantly by those aged 36-45 years, comprising 20.00% or 23 participants. The younger cohort, aged between 18-25 years, contributed to 13.91%, equating to 16 respondents. Interestingly, the senior bracket of 56 years and above had minimal representation, constituting just 1.74% of the total.

How many years have you been working in the private sector? كم عدد السنوات التي عملت بها في القطاع الخاص ؟

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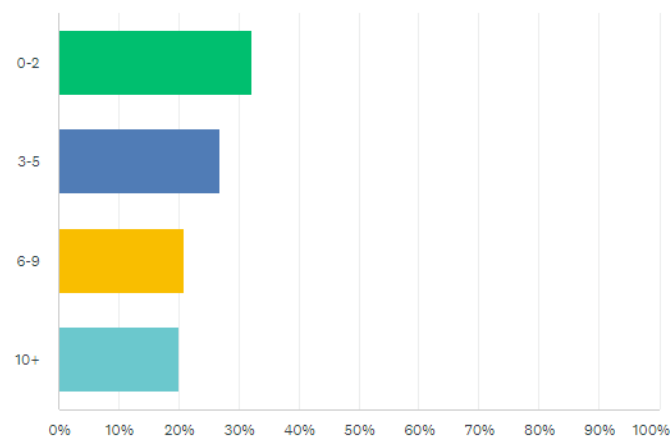


Figure 3: Years of Experience in the Private Sector

The data is fairly evenly spread across the different categories when it comes to professional experience within the private sector. Early career professionals with 0-2 years of experience represent 32.17% of the respondents, closely trailed by those with 3-5 years at 26.96%. Participants with a medium tenure, between 6-9 years, and the more seasoned group with over a decade of experience both account for roughly one-fifth of the cohort, with percentages of 20.87% and 20.00%, respectively.

Latest educational level ؟؟ اخر مؤهل دراسي لك ؟؟

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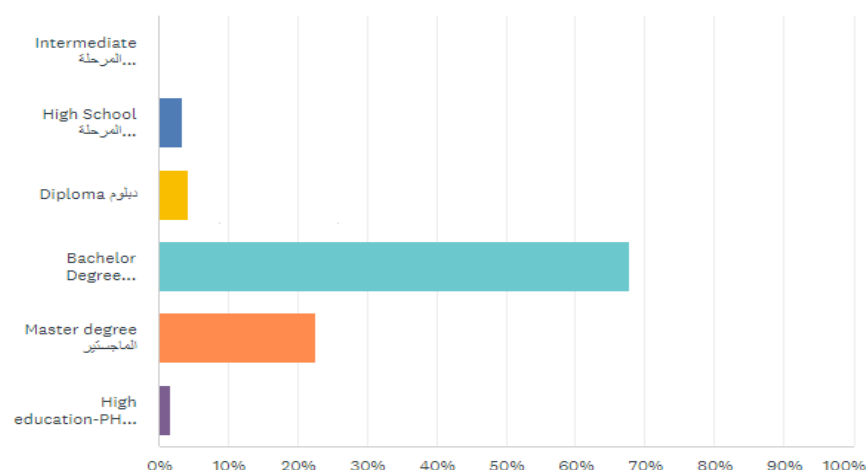


Figure 4: Highest Educational Level Achieved by Respondents

The educational background of the respondents reveals a strong inclination towards higher education. A significant 67.83% or 78 participants have earned a bachelor's degree. Those holding a master's degree also formed a considerable portion, standing at 22.61% or 26 participants. On the contrary, both the high school and doctoral degree holders are at the spectrum's fringes, with representation rates of 3.48% and 1.74%, respectively.

القسم الوظيفي الحالي ؟ Current Work Department

Answered: 115 Skipped: 0

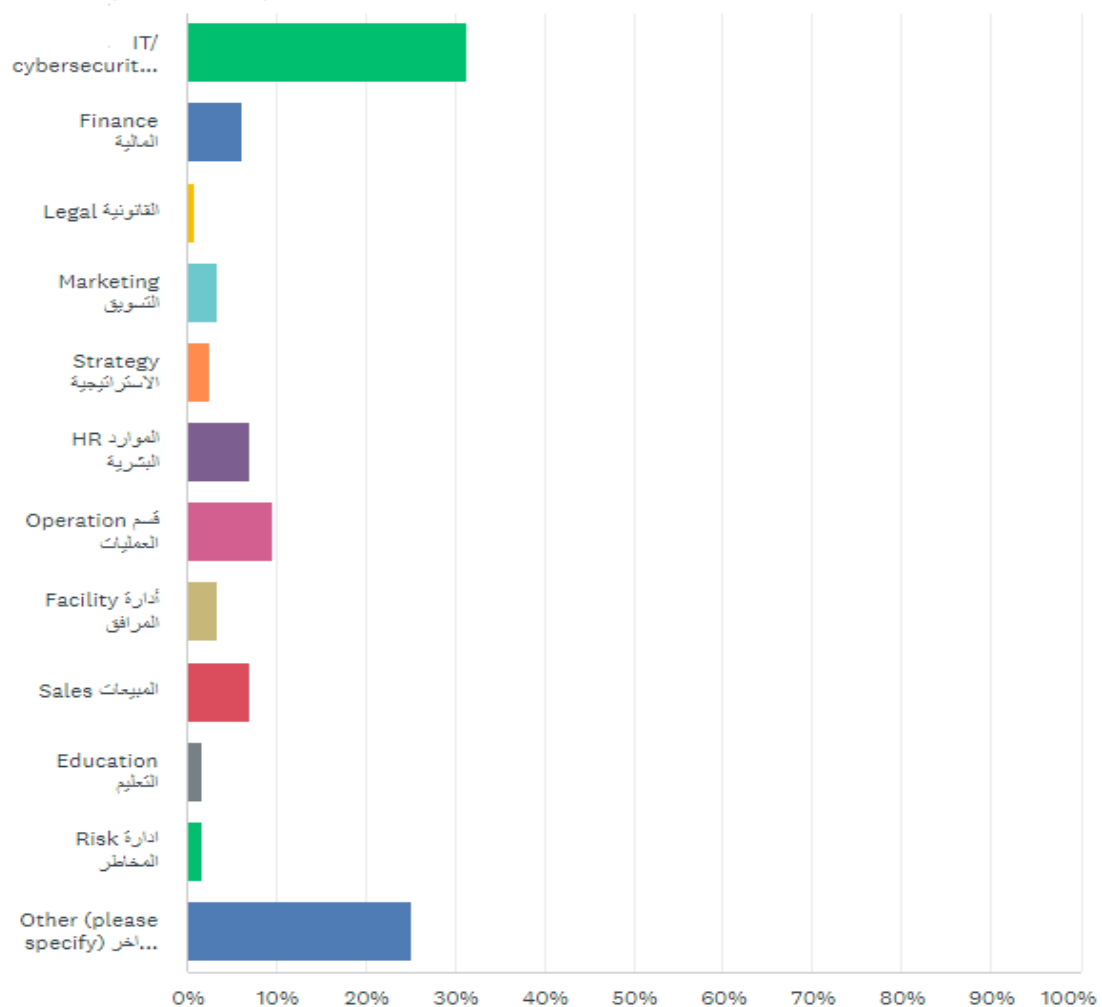


Figure 5: Distribution of Respondents by Work Department

The diversity in work departments among the participants is clear. IT/Cybersecurity stands out as the most common department, with 31.30% or 36 respondents affiliated with it. However, many departments like Legal, Education, and Risk see only minimal representation, often less than 2% each. An intriguing point to note is the sizable 25.22% in the "Other" category, suggesting a variety of roles that might not fit traditional departmental labels.

What is the Company's Field ? ماهو مجال الشركة؟

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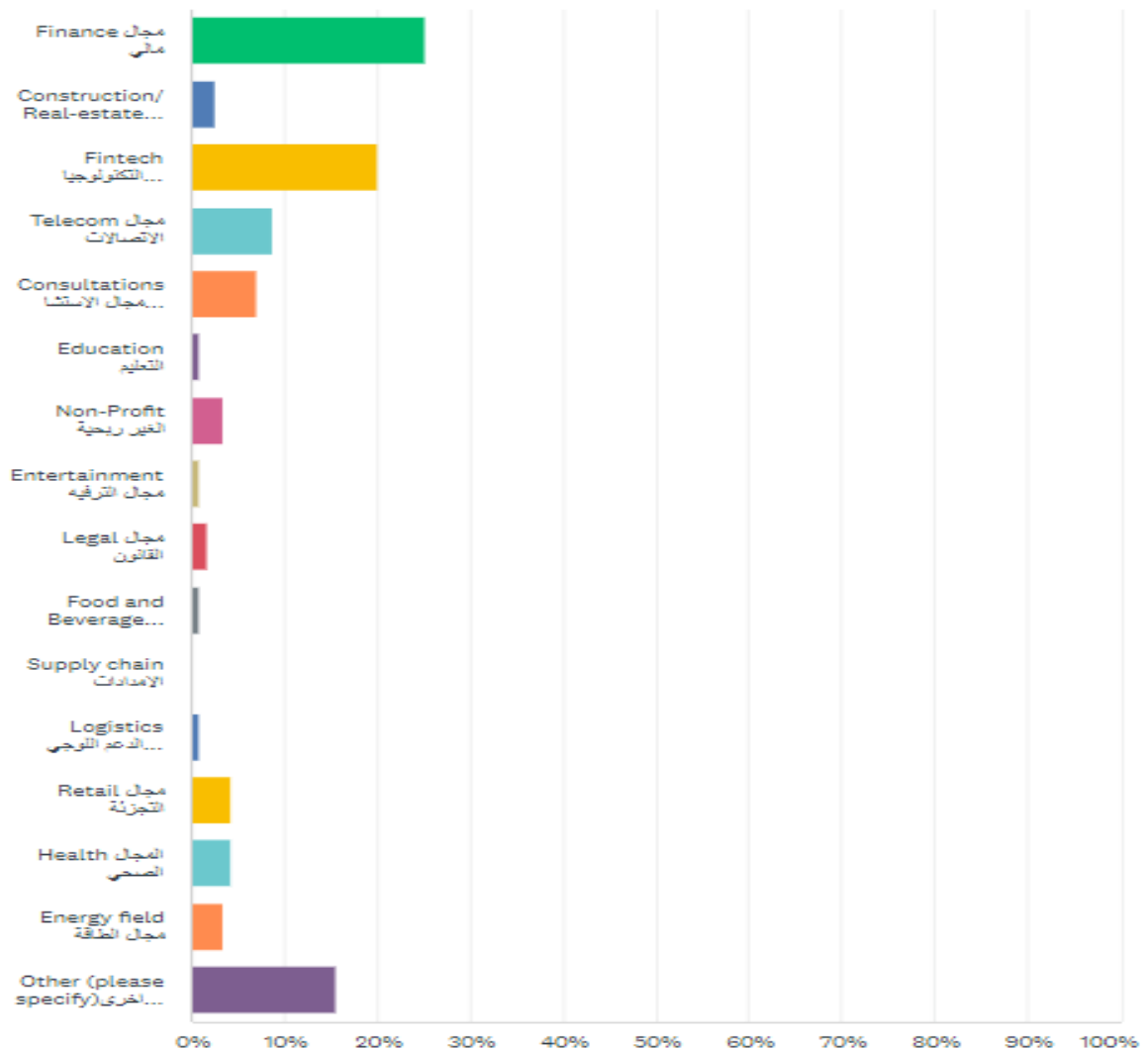


Figure 6: Distribution of Companies by Industry/Field

Regarding the sectors or industries the respondents are affiliated with, Finance leads the pack, making up 25.22% of the total. Fintech is not far behind, with a 20.00% representation. However, numerous fields, such as Education, Entertainment, and Legal, seem to be underrepresented in the sample, holding less than 1% each. Such a spread provides a panoramic view of the diverse industrial backgrounds of the private sector employees in Riyadh.

Have you received any training or workshops on emotional intelligence and/or leadership practices? هل تلقيت أي تدريب أو ورش عمل حول الذكاء العاطفي و / أو ممارسات القيادة؟

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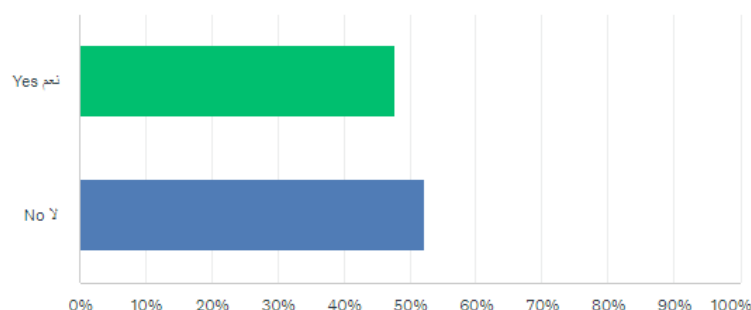


Figure 7: Percentage of Respondents Who Received Training on Emotional Intelligence/Leadership

The distribution of participants who have undergone training or workshops on emotional intelligence and/or leadership practices showcases a nearly even split. A slight majority of 52.17% (60 respondents) indicated they had not received such training. Conversely, 47.83% (55 respondents) affirmed they had been exposed to such programs.

Rate your level of understanding of leadership practices:: ماهو مستوى فهمك ومعرفتك للممارسات القيادية ؟

Answered: 115 Skipped: 0

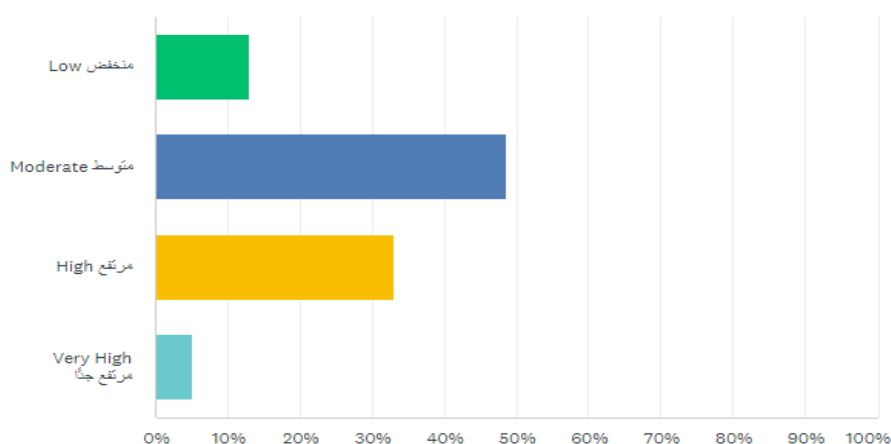


Figure 8: Respondents' Level of Understanding of Leadership Practices

When participants were asked about their grasp of leadership practices, a plurality of 48.70% (56 respondents) marked their understanding as "Moderate." This is followed by those who rate their understanding as "High," accounting for 33.04% (38 participants). Interestingly, a small segment of 5.22% (6 respondents) claims a "Very High" comprehension, while 13.04% (15 respondents) perceive their grasp as "Low."

In your opinion, how important is emotional intelligence for effective leadership?
 برأيك ، ما مدى أهمية الذكاء العاطفي للقيادة؟
 الفعالة ؟

Answered: 115 Skipped: 0

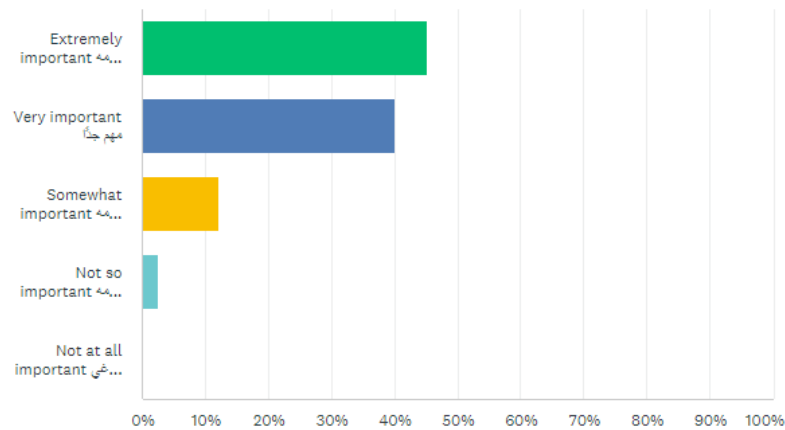


Figure 9: Perceived Importance of Emotional Intelligence in Effective Leadership

The perceived importance of emotional intelligence for leadership is overwhelmingly positive. A significant 45.22% (52 participants) deem it "Extremely Important," while a close 40.00% (46 participants) rate it as "Very Important." The more reserved perspectives, which classified as "Somewhat Important" or "Not so Important," represent 12.17% (14 responses) and 2.61% (3 responses), respectively.

Rate your level of understanding of emotional intelligence: ؟
 ماهو مستوى فهمك ومعرفتك بالذكاء العاطفي ؟

Answered: 115 Skipped: 0

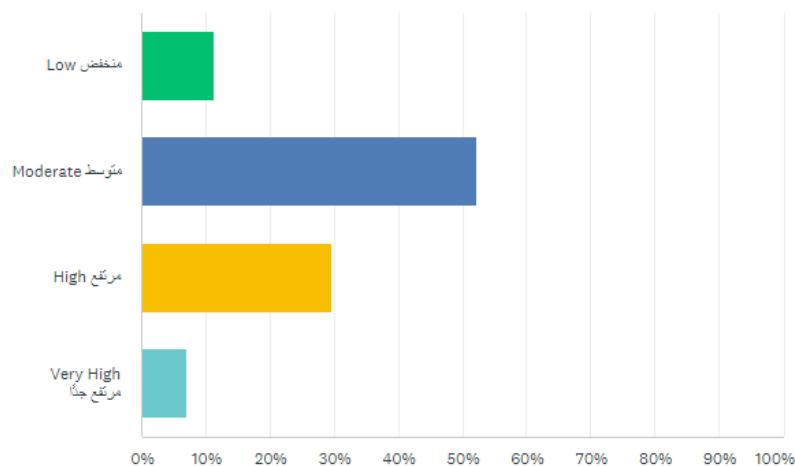


Figure 10: Respondents' Level of Understanding of Emotional Intelligence

In terms of participants' understanding of emotional intelligence itself, "Moderate" comprehension again stands out at 52.17% (60 respondents). A good chunk, 29.57% (34 participants), feels they have a "High" understanding. Only a small fraction of 6.96% (8 respondents) assert a "Very High" understanding, whereas 11.30% (13 participants) consider their grasp as "Low."

How would you rate your level of emotional intelligence?

كيف تقيم مستوى ذكائك العاطفي؟

Answered: 115 Skipped: 0

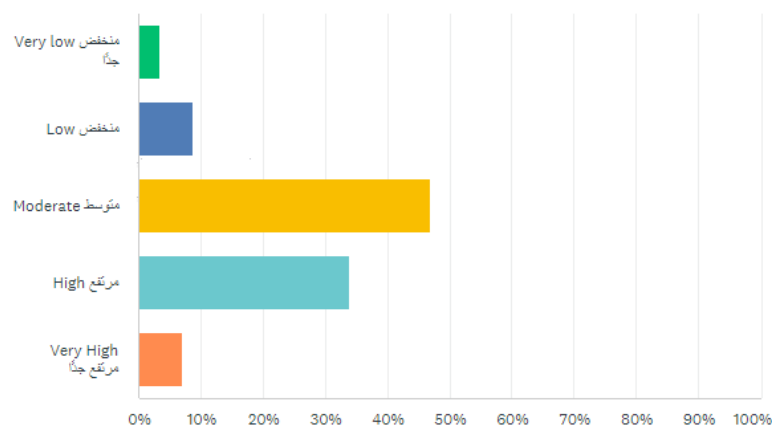


Figure 11: Self-assessed Level of Respondents' Emotional Intelligence

When participants assessed their own emotional intelligence, a substantial 46.96% (54 participants) ranked themselves as "Moderate." Following this, 33.91% (39 participants) view their emotional intelligence as "High." At the extremes, 6.96% (8 participants) rated themselves as "Very High," while a combined total of 12.18% (14 respondents) rated themselves on the lower end, either "Very Low" or "Low."

In your current work environment, how often do you witness leaders displaying emotional intelligence in their interactions with employees? Save translation
في بيئة عملك الحالية ، كم مرة ترى قادة ومدراء يظهرون ذكاءً عاطفيًا في تفاعلهم مع الموظفين ؟

Answered: 115 Skipped: 0

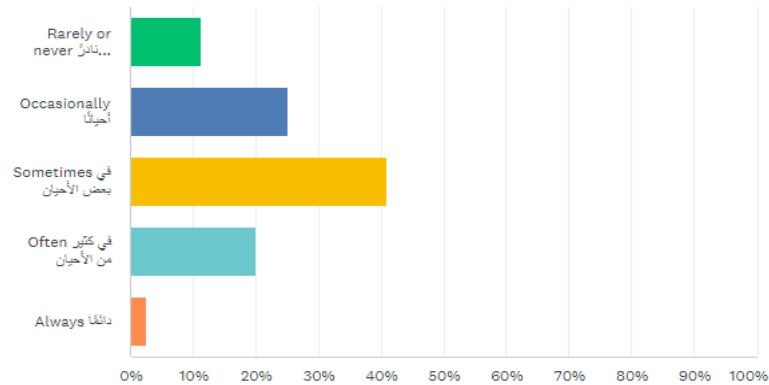


Figure 12: Frequency of Leaders Displaying Emotional Intelligence in the Workplace

Regarding the frequency with which leaders display emotional intelligence in the workplace, "Sometimes" emerged as the dominant response at 40.87% (47 participants). "Occasionally" came next with 25.22% (29 participants), followed by those who observe such behavior "Often" at 20.00% (23 participants). The polar ends showcase that 11.30% (13 respondents) seldom or never notice such qualities in leaders, and a mere 2.61% (3 participants) always observe them.

How effective do you perceive the leadership practices in your organization? في مستوى ادراكك، مامدى فعالية الممارسات القيادية في منشأتك ؟

Answered: 115 Skipped: 0

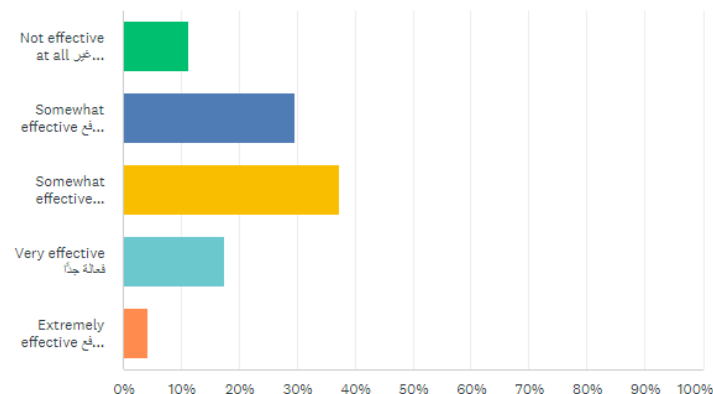


Figure 13: Perceived Effectiveness of Leadership Practices in the Respondents' Organizations

Evaluating the effectiveness of leadership practices in their respective organizations, the largest group of participants, 37.39% (43 respondents), maintained a neutral stance, deeming practices as having "Neutral Effectiveness." This is closely followed by those who perceive practices as "Somewhat Effective" at 29.57% (34 participants). Positive views, classifying leadership as either "Very Effective" or "Extremely Effective," account for 17.39% (20 respondents) and 4.35% (5 respondents), respectively, while 11.30% (13 participants) deem leadership practices in their organizations as not effective at all.

Do you believe that emotional intelligence can enhance leadership effectiveness?
هل تعتقد أن الذكاء العاطفي يمكن أن يعزز فعالية القيادة ؟

Answered: 115 Skipped: 0

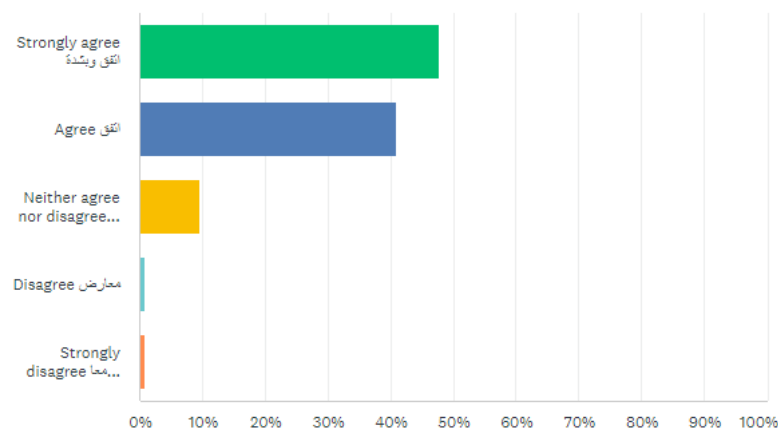


Figure 14: Belief in the Role of Emotional Intelligence in Enhancing Leadership Effectiveness

A clear majority of the participants believe in the positive correlation between emotional intelligence and effective leadership. An impressive 47.83% (55 respondents) "Strongly Agree" with the idea, and another 40.87% (47 respondents) simply "Agree." This positive inclination indicates a significant acknowledgment of the importance of emotional intelligence in leadership roles. It is also worth noting that a small minority, cumulatively amounting to 1.74% (2 respondents), either "Disagree" or "Strongly Disagree" with this perspective, while 9.57% (11 respondents) remain neutral on the subject.

How frequently do you engage in self-reflection and self-awareness activities to enhance your emotional intelligence?
كم مرة تشارك في أنشطة التفكير الذاتي والوعي الذاتي لتعزيز ذكائك العاطفي؟

Answered: 115 Skipped: 0

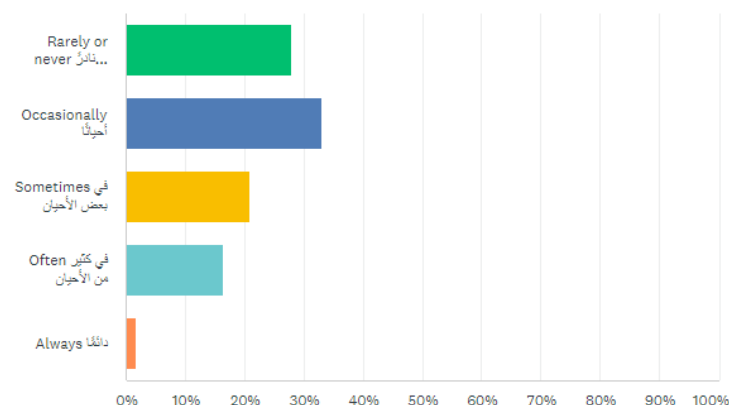


Figure 15: Frequency of Engagement in Self-reflection for Enhancing Emotional Intelligence

When it comes to the practice of self-reflection as a tool for enhancing emotional intelligence, the results present a mixed bag. The largest portion, 33.04% (38 respondents), say they engage in this introspective practice "Occasionally." However, a significant 27.83% (32 respondents) admit to "Rarely or Never" indulging in self-reflection for this purpose. On the more consistent end of the spectrum, 1.74% (2 respondents) claim they "Always" resort to self-reflection, while 16.52% (19 respondents) do so "Often" and 20.87% (24 respondents) do so "Sometimes."

Have you ever received feedback from your superiors regarding your emotional intelligence and leadership practices?
هل سبق لك تلقي تعليقات من مدراءك بخصوص ذكائك العاطفي وممارساتك القيادية؟

Answered: 115 Skipped: 0

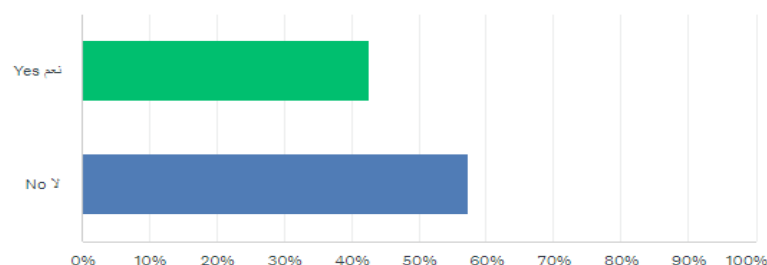


Figure 16: Percentage of Respondents Who Received Feedback on Emotional Intelligence & Leadership from Superiors

Feedback, especially from superiors, can be a crucial metric for understanding one's growth areas. According to the survey, a majority of 57.39% (66 respondents) mentioned they had not received feedback from their superiors on their emotional intelligence or leadership capabilities. Conversely, 42.61% (49 respondents) stated they have had such feedback, indicating an area of potential opportunity for organizations to increase the frequency of this form of feedback.

How open are you to learning and developing your emotional intelligence and leadership practices? Save translation ما مدى تقبلك على تعلم وتطوير ذكائك العاطفي وممارساتك القيادية؟

Answered: 115 Skipped: 0

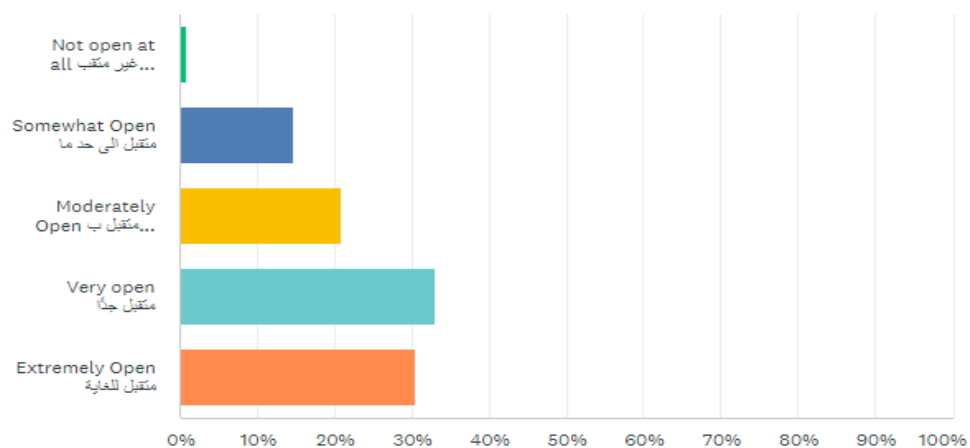


Figure 17: Respondents' Openness to Learning & Developing Emotional Intelligence & Leadership Skills

Encouragingly, the participants seem highly receptive to the idea of furthering their understanding and development in emotional intelligence and leadership. A combined total of 63.47% (73 respondents) identify as either "Very Open" or "Extremely Open" to learn more about these domains. Another 20.87% (24 respondents) are "Moderately Open." Only a minimal 0.87% (1 respondent) express they are "Not Open At All," while 14.78% (17 respondents) are "Somewhat Open" to it.

Discussion

The survey, focused on private sector employees in Riyadh, elucidates critical perspectives on the role and importance of emotional intelligence within leadership contexts. As we juxtapose the results with the broader literature, the nuances of emotional intelligence in the context of Riyadh's private sector become more evident.

Demographic Implications

In addressing the demographic results, the substantial male representation prompts us to consider the influence of gender on emotional intelligence perception and application. Past literature has indicated differences in emotional intelligence competencies between genders (Goleman, 1998). Such differences, when applied to Riyadh's corporate scenario, could provide avenues for a deeper investigation into how these variances shape leadership styles and influence organizational culture.

The younger demographic's dominance might hint at a generational shift. As Goleman (1998) suggested, younger employees who have grown up in an era highlighting soft skills might possess a keen sense of its workplace significance. However, the predominance of this age group also demands an exploration into generational leadership style differences and how these nuances might shape the expectations and perceptions of younger employees.

Emotional Intelligence Training & Understanding

The roughly equal divide regarding emotional intelligence training brings forth a crucial discussion about the effectiveness of such initiatives. While Gardner (1987) and Bar-On (2006) have both emphasized the importance of understanding and recognizing emotions, the application remains a challenge. As such, the survey results suggest a dichotomy: while many are exposed to the theory, they might not necessarily manifest these learnings practically.

Nevertheless, the overarching recognition of the importance of emotional intelligence in leadership resonates with Goleman's (1998) and Mayer & Salovey's (1997) assertions about its role in shaping leadership dynamics.

Interplay of Self-assessment, Feedback, and Growth

The perceptible disparity between participants' self-perceived emotional intelligence understanding and their practical competency could be traced back to the foundational theories. While Mayer and Salovey (1997) and Bar-On (2006) both emphasize the importance of recognizing and managing emotions, translating this understanding to real-world contexts remains challenging. The lack of feedback, as indicated by over half of the respondents, might be exacerbating this gap. As the literature on professional development suggests, consistent feedback is a cornerstone in fostering growth and bridging the gap between theoretical knowledge and practical application (Fiori & Antonakis, 2012).

Observations on Leadership in Action

The responses indicating that a majority only "sometimes" observe their leaders demonstrating emotional intelligence is particularly thought-provoking. Drawing from the literature, Goleman (1998) stressed the vital role of emotional intelligence in leadership, especially in the ability to recognize and manage emotions within relationships. This variability in emotional intelligence observations among leaders could be rooted in a few plausible reasons:

1. **Inconsistent Leadership Behavior:** Emotional intelligence is not a static trait but is dynamic, requiring continuous effort and self-awareness (Goleman, 1998). If leaders do not continuously practice and refine their EI skills, they might exhibit them inconsistently.
2. **Varied Interpretations:** The definition and understanding of what constitutes emotionally intelligent behavior can vary among employees. While Mayer and Salovey (1997) propose a structured framework focused on the ability to perceive, appraise, and express emotions, Goleman's (1998) model emphasizes its application within relationships. Employees might be looking at emotional intelligence through different lenses, leading to varied observations.
3. **Organizational Culture & Training:** As noted earlier, roughly half of the participants have yet to receive formal emotional intelligence training. This could be influencing their ability to accurately identify and appreciate emotionally intelligent behaviors when displayed by their leaders.

Willingness to Grow: A Silver Lining

Arguably, the most promising outcome of the survey is the marked willingness among participants to develop their emotional intelligence and leadership skills further. Their readiness aligns with Goleman's (1998) suggestion that emotional intelligence is not fixed and can be cultivated over time. Their proactive stance towards self-improvement serves as a reminder of Gardner's (1987) inclusion of an interpersonal dimension in his theory of multiple intelligences. It emphasizes the critical need for understanding and establishing relationships with others.

1. **Feedback and Growth:** The importance of feedback must be addressed. As the majority indicated a lack of feedback from superiors, it is pivotal for organizations to recognize that feedback not only bridges the gap between theoretical understanding and practical application but also catalyzes the growth process (Schoo, 2008; Mayer & Salovey, 1997).
2. **Future Organizational Initiatives:** Given this eagerness to develop, organizations should leverage this by incorporating models like Bar-On's EQi, which has proven invaluable for companies implementing EI in their strategies (Ashkanasy & Daus, 2005). Such tools can serve to benchmark, measure, and further develop emotional intelligence skills within the workforce.

Conclusion

The survey results highlight a paradoxical landscape within Riyadh's private sector. On the one hand, there is a distinct recognition of the significance of emotional intelligence in leadership, as outlined by scholars like Goleman (1998) and Mayer and Salovey (1997). On the other hand, there are clear indicators of a gap between theoretical acknowledgment and consistent real-world application.

This discrepancy underscores the importance of more than just recognizing and managing emotions but also adapting to change, understanding oneself, relating to others, and handling challenges (Bar-On, 2006). The need for organizations to bridge this gap is clear: Cultivate a culture that consistently integrates emotional intelligence in practice, underpinned by continuous training, regular feedback, and performance assessments. With such an approach, not only can leadership effectiveness be enhanced (Goleman, 1998), but

the overall organizational climate can be transformed, fostering a more engaged, understanding, and resilient workforce.

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