

# THE EFFECT OF EMOTIONAL INTELLIGENCE MANAGERS' PERFORMANCE AND LEADERSHIP STYLE(CASE STUDY: KARAJ MUNICIPALITY MANAGERS)

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## **Abstract**

Management literature indicates that management skills in general and emotional intelligence in particular play a decisive role in managers' success in the workplace. However, managers in developing countries, including Iran, always face such problems as relationship management and conflict of personal and organizational interests. This problem arises from the fact that they lack communication skills, particularly emotional intelligence. managers with higher emotional intelligence have a higher ability in making decisions and managing emotions compared with other managers. In practice, they are less likely to be in conflict with personal and collective interests and are more efficient in building a network of communications. Considering the above and using Bar-On Emotional Quotient Inventory (Bar-On EQ-i), Salzman (1982) Leadership Style Questionnaire, Pearson correlation coefficient, and t-test, this study investigated the role of emotional intelligence in organizational performance and leadership style of Karaj Municipality managers. The results showed that emotional intelligence was approximately 95% able to predict organizational performance and leadership style. Based on the results of this research, emotional intelligence changes the leadership style from task-oriented to collaborative, and organizational performance has increased significantly in terms of Clarity, Credit, Environment, Assessment, and Encouragement Therefore, emotional intelligence can be considered as the connecting link of soft skills in the organization, which leads to the improvement of the organizational performance and the improvement of the employees' capabilities, as well as the improvement of the organizational leadership style.

**Keywords:** Emotional Intelligence, Organizational Performance, Managers, LeadershipStyle, Project Performance

## Introduction

Organizational leadership is very sensitive and complex, and the sensitivity is doubled when the leader of an organization faces adaptive change that is very different from technical changes. Technical problems can be solved through technical knowledge and common problem-solving processes, while adaptive problems have different solutions. In this regard, one of the most important personality skills that can help leaders is emotional intelligence. Emotional intelligence includes the ability to monitor the emotions and feelings of oneself and others, distinguishing between them and using such assumptions to guide individuals' thoughts and actions. Studies have shown that the future of competition will be won by managers who can effectively communicate with their human resources [20]. In fact, combining managerial knowledge and emotional abilities in organizational and project management can improve the performance of managers and help them achieve their organizational goals, and increase the competitiveness of the organization [5]. In his *The Need for Emotional Intelligence in the Workplace*, Daniel Gelman points out that not only managers, but everyone who works in an organization needs emotional intelligence, the higher the levels of the organization, the greater the importance of emotional intelligence compared to intellectual intelligence. In fact, it is the importance of emotional intelligence and insufficient intellectual intelligence (IQ) for project management that causes the importance and development of emotional intelligence. In the past, it was thought that the most important factor in predicting leadership effectiveness was IQ, which is based on linguistic abilities, logical analysis, and mathematical intelligence, while recent studies show that traditional IQ is only a small part of effective leadership and managers need other management and communication skills to improve organizational performance [4]. Since the mid-1960s, much research has focused on the role of other unknown intelligence in predicting organizational performance and leadership style [16]. In the 1960s and 1970s, with the advent of two concepts of representation and calculation (information processing) in psychology, the mind and cognition of mental phenomena were considered by the human mind to understand how information is analyzed by the human mind [1]. This means considering the mind as an information processor and cognitive approach to information and the impact of images and mental representation on human decision-making, which led to different perspectives on intelligence and consequently the use of intelligence in organizational performance and decision-making. Thus, considering the changes resulting from the development of cognitive psychology and the formation of concepts such as emotional intelligence and the application of these concepts in improving organizational performance, this study examined the impact of emotional intelligence on Karaj Municipality managers in improving organizational performance and their leadership. The theoretical foundations, research methods and findings are as follows:

## Theoretical Foundations

### 1. Cognitive sciences

Cognitive science is an interdisciplinary science that studies the mind and intelligence and includes such fields as philosophy, psychology, artificial intelligence, neuroscience, linguistics, and anthropology. In fact, the main idea of what is called cognitive science is that there are neural mechanisms by which actions are realized. The central hypothesis of cognitive sciences is as follows: thought can best be conceived as representational structures in the mind as well as computational procedures that affect those structures [17]. This hypothesis is so comprehensive that covers the current range of thought in the cognitive sciences, including the computational theory of the mind.

## 2. Cognitive psychology

Cognitive psychology is the study of the representation of knowledge used in humans and is concerned with understanding how information is represented, processed, and stored in humans. According to Ulric Neisser, cognitive psychology refers to all the processes by which sensory inputs are deformed, reduced, stored, recycled, and finally used [1].

In fact, cognitive psychology can be considered as a rebellion or revolution against behaviorism, which was formed with the introduction of two concepts of representation and calculation (information processing) of cognitive sciences and strengthened the subjective and cognitive perspective in psychology. This was greatly influenced by the invention of measuring instruments to test mental functions, as well as the views of cognitive scientists who considered the mind as an information processor and as a computer. Prior to these two developments, the behaviorist perspective was considered the dominant model of psychology, but after that and in the 1970s, cognitive psychology (information processing psychology) was considered as the dominant model in psychology, which led to the formation of a different view of the human mind as an information processor and the development of the concept of intelligence in psychology [1].

## 3. Computational theory of the mind (cognitive approach)

This means the study theory of the mind or the same model of news processing, also known as the cognitive approach. This is a theoretical model that was proposed to describe the mind after the emergence of cognitive sciences [1]. Relying on the two fundamental concepts of computation and representation, as well as considering the causal role of information in regulating and controlling behavior, this approach entered the field of cognitive science. In his *Mind: Introduction to Cognitive Science*, Paul Thagard mentions six methods for describing mental representation and cognitive calculations, which include logic, rules, link networks, concepts, mental images, and allegory [17,2]. In other words, in the computational approach, the mind is considered as a complex system that receives, stores, retrieves, converts, and then transmits information.

## 4. The Bar-On model of emotional intelligence

In many studies on emotional intelligence, there are two distinct approaches. In the first approach, which is called the ability model, Mayer and Salovey [12] defined emotional intelligence as a set of major mental abilities in emotional information processing. In the second approach, which is called the hybrid model, emotional intelligence is defined as a set of personality and non-cognitive traits that such psychologists as Goleman and Bar-On are among its theorists.

Bar-on defined emotional intelligence as "a set of personal, social, and emotional abilities that affect an individual's overall ability to cope with daily pressures and demands." From a Bar-On's perspective, emotional intelligence interacts with other important determinants (the individual's ability to cope with environmental requirements) such as biomedical preparations, cognitive intelligence, and environmental realities and constraints. This approach is in line with the interactive view adopted by Alain Birou, emphasizing that measurement should pay serious attention to personal factors and environmental conditions in predicting behavior. The Bar-On model is a multi-factor model of emotional intelligence, focused on the context and aptitude for behavior, rather than the behavior itself; more precisely the Bar-On model focuses more on predicting behavior than investigating behavior. The general structure of the Bar-On model consists of five integrated factors and fifteen subscales. The five integrated factors are individual intelligence, interpersonal, adaptability, stress control, general mood, and fifteen subscales are emotional self-awareness determination (self-expression), dignity, self-actualization, independence, empathy, interpersonal relationships, social responsibility, problem-solving ability, reality testing, flexibility, stress tolerance, impulse control, happiness, and optimism [11].

## 5. Project

A project is a set of activities performed to achieve a specific purpose or goal. Projects include activities that must be performed on specific dates, at specific costs, and at specified quality. Success in any project requires the simultaneous achievement of all three factors of time, cost, and quality, and going beyond any of these three factors can lead to an unsuccessful and uneconomical project [3,28].

## 6. Project management

Project management is the management skills, tools, and processes needed to successfully execute a project.

Project management combines the following:

1. A set of skills: The knowledge, skills, and experience of specialists are needed to reduce the level of project risk in order to increase the probability of project success.
2. A set of tools: a variety of tools used by managers to improve their chances of success, such as templates, registries, and modeling and planning software.
3. A set of processes: various processes and techniques required to monitor and control project time, cost, quality, and scope [23].

## 7. Project leadership

It is usually expected that in a project, particularly large projects, the manager should be a good leader, but leadership is not limited to project management and may be manifested in other people and at different times during project implementation as well as at all levels of project management like project leadership, technical leadership, team leadership. Most project leaders believe that because their projects are unique, their roles must necessarily be unique. The project leader has several roles and responsibilities in order to implement the project effectively. His/her most important role is to integrate everyone's activities. From this perspective, he/she has a duty to look at the project and its implementation process from various dimensions, and ultimately to guide it appropriately [15,24].

## 8. Leadership characteristics of a manager with emotional intelligence

In a 1997 study, Baron and Bayron listed the characteristics and traits of leadership characteristics of a manager with emotional intelligence as follows:

**Attractive:** A leader must have a desire for progress, ambition, high energy, consistency, and insistence on works, and initiative.

**Honesty and integrity:** A leader must have high confidence in the exercise of responsibilities and a stable personality and act openly, and honesty and truthfulness must be evident in his/her thoughts, words, and actions.

**Leadership motivation:** A leader must have a desire to influence others and members of the organization to achieve common goals. In other words, it is the internal and external motivation of the leader that makes him/her move and insist on the organization's goals through love and passion.

**Self-confidence:** A leader must have high self-confidence in order to be able to influence others and take big and steady steps. He/she must feel valued in order for members of the organization to value him/her [21].

## Background of Emotional Intelligence

Between 1900 and 1920, a new movement emerged that sought to measure cognitive intelligence or IQ. Scientists back then studied IQ as a way to differentiate between the average person and an intelligent person. They soon realized the limitations of this method because IQ covers only a limited range of verbal and mathematical skills.

Although it can predict a person's success in the classroom and educational centers, it is not an effective predictor in other aspects of life [25]. Many people were very smart but could not manage their behavior and get along with others. In addition, research has shown that there are people who have moderate intelligence but are very successful in life [22]. Thorndike, a Columbia University professor, was the first to name emotional intelligence skills. The term he used was social intelligence, which refers to people's ability to cope effectively with people, [6] but the serious study of emotional intelligence began with Bar-On research into in the early 1980s. He first used "EQ" (Emotional Quotient) for this set of abilities and designed the first test in this regard [11]. Later on, he developed the model of emotional intelligence. Bar-On used his theoretical model within the framework of cognition theory and described emotional intelligence as

"A set of personal, social, and emotional abilities that affect an individual's overall ability to adapt to daily pressures and demands" [7]. Continuing this research, Gardner published

Frames of Mind: The Theory of Multiple Intelligences [14], stating that we need a lot of capabilities to achieve success [14]. Gardner went on to publish his Multiple Intelligences in 1993, and abandoning the long-term perspectives on intelligence, he described the components of intelligence in terms of computational and problem-solving abilities that enable one to make decisions about problems and issues, to create the products and knowledge needed [13]. The first academic use of emotional intelligence was made in 1989 by Wayne Payne, a student at the American School of Humanities. This concept was developed by Mayer and Salovey In 1990, the two researchers published an article entitled Emotional Intelligence Meyer and Salovey considered emotional intelligence as a set of learnable skills and abilities to identify, manage, and control emotion, thus considering emotional intelligence as an acquired and learnable ability rather than an innate one [8]. Thus, in Mayer and Salovey's view, the concept of emotional intelligence expanded from an internal state to an interpersonal and social state [8,12]. Mayer and Salovey also developed a model for emotional intelligence based on the ability of the mind to process emotional information, which includes four aspects as identification, application, comprehension, and emotion management [8]. Furthermore, research shows that human resources are crucial in organizational settings, with significant links between employee satisfaction and organizational expectations [9]. A figure whose name is greatly associated with Emotional Intelligence is Daniel Goleman. He is a professor of psychology and has written numerous articles on psychology for the Times Magazine and then for the New York Times. In 1995, he began writing Emotional Literacy and visited many universities to complete his knowledge. In his studies, Goleman got to know the activities of Mayer and Salovey and changed the title of his book to *Emotional Intelligence: Why It Can Matter More Than IQ* [10]. He also developed a model in 1998 with 5 components as self-awareness, self-discipline, motivation, empathy, and social skills [31]. Emotional intelligence thinkers believe that this type of intelligence arises from a series of acquired capabilities that lead to the successful and effective performance of individuals and managers in organizations. In fact, contrary to early views of human nature, today's realistic view has concluded that man is neither absolute logic nor mere absolute emotion, but a combination of logic and emotion. Thus, a person's ability to adapt and challenge life depends on the coherent functioning of human emotional and logical abilities [8].

This idea also resonates with research on organizational commitment and knowledge sharing, particularly in project-based organizations with bureaucratic cultures [32].

The history of the emergence of emotional intelligence throughout history is presented in Table 1

**Table 1. History of the Emergence of Emotional Intelligence [27]**

Period	Changes in the concept of emotional intelligence
1696-1900 (intelligence and emotions as separate and limited areas)	1. Study of intelligence: During this period, intelligence psychometrics developed and sophisticated and advanced intelligence testing technologies emerged.
	2. Study of emotions and thrills: Regarding emotions, the debate was over the chicken or the egg controversy and "which came first: the chicken or the egg?". Do physiological reactions occur first, then thrills, or vice versa?
	3. In other areas, Darwin discussed evolution and emotional responses, but during this period, emotion was often considered as a subject influenced by cultural factors.
	4. Studies on social intelligence: At the same time when intelligence assessment was being introduced and practical activities on verbal and reasoning intelligence were underway, a number of psychologists were trying to identify emotional intelligence, but overall, the efforts in this regard were largely discouraging and the concepts of intelligence were limited to cognition.
1970-1989 (preliminary studies on emotional intelligence)	A period when psychologists focused on how emotions and thoughts affect one another; preliminaries of the form of emotional intelligence and other organizational intelligence were provided. In artificial intelligence, there were studies and experiments on how computers can perceive emotional states. Gardner's new theory of multiple intelligences referred to intrapersonal intelligence, which focused on the ability to receive and symbolize emotions. Experimental work on social intelligence led to the realization that social intelligence includes social skills, empathy skills, societal attitudes, social anxiety, and emotionality. The study on the brain began to distinguish between emotion and cognition, and the term emotional intelligence was occasionally used.
1990 -1993 (emergence of emotional intelligence)	In this four-year course, which began in the early 1990s, Meyer and Salovey published several articles on emotional intelligence.
	The articles provided a good basis for introducing the concept of emotional intelligence. At the same time, the results of a study that included the introduction of the first emotional intelligence ability assessment scale were published under the same title.
	In this period, the foundations and basic concepts of emotional intelligence were also developed, particularly in neuroscience.
1994-1997 (prevalence and expansion of emotional intelligence)	With the publication of Goleman's Emotional Intelligence, scientific works and writings in this field expanded and this book became the best-selling book in the world. The Times Magazine used EQ to name the concept of emotional intelligence, and a number of personality scales were published as Emotional Intelligence.
1998-2006 (research on emotional intelligence and its institutionalization in academic circles)	With the development of new tests to measure emotional intelligence and the publication of research articles in this field, several studies are underway to clarify the concept of emotional intelligence.
2006- Present (research on emotional intelligence, cognitive intelligence, and political intelligence)	In this period of time, by presenting the first model of Owen based on managerial intelligence with three components of cognitive intelligence, emotional and political intelligence, then cultural and systemic intelligence were also added, a process that continues until now with the development of the ability-based intelligence model. [33]

## Methodology

First, the research hypotheses were as follows:

1. The emotional intelligence of managers is directly related to leadership style
2. The emotional intelligence of managers affects organizational performance
3. The emotional intelligence of managers plays a mediating role in the relationship between leadership style and organizational performance.

To answer these questions, a conceptual framework was first developed and the theoretical foundations and components of emotional intelligence were described based on Bar-On's model. Then, using PLS method and Pearson correlation coefficient and t-test, the relationship between emotional intelligence, organizational performance and leadership style of construction managers was examined. This research is practical in terms of purpose, and in terms of analysis, it is a descriptive-analytical method of correlation type.

This research was an applied, correlational, and descriptive study. The statistical population consisted of senior and middle managers of Karaj Municipality, which included 62 individuals. The sampling was done through integer sampling. The Bar-On Emotional Quotient Inventory (Bar-On EQ-i), Salzman Leadership Style Questionnaire [29], and Smith's organizational performance were used to collect data and analyze and test the hypotheses. The Bar-On Emotional Quotient Inventory (Bar-On EQ-i) has 90 questions and fifteen components as self-awareness, assertiveness, self-regard, self-actualization, independence, empathy, responsibility, individual skills, reality testing, flexibility, problem-solving, stress tolerance, self-control, optimism, and happiness that was used to test managers' emotional intelligence. Salzman Leadership Style Questionnaire [29] was used to assess the leadership style of managers, which has 35 questions and draws leadership styles in three areas of liberal leadership, integrated leadership, and authoritarian leadership. To assess the organizational performance of managers, Hersey and Goldsmith's Organizational Performance Questionnaire was used, which has 42 items and seven components. Finally, the Pearson correlation coefficient was used to examine the correlation and answer the research questions, and the R-squared coefficient and Smart PIs were used to check the fitness of the structural model by PIs method.

## Findings

Changes in today's era cause managers to need more communication skills than technical skills to succeed in their work and projects. Therefore, paying attention to emotional intelligence as a factor in improving decision-making, organizational performance, and how to lead the organization and projects is important. The results of the research are shown in the following tables and diagrams. Table 2 shows the mean and standard deviation of each of these variables in the study (sample size was 62 individuals).

**Table 2. Mean and Standard Deviation Studied**

Descriptive indicators			
		Mean	Standard deviation
Emotional intelligence	Problem solving	2.807	0.244
	Happiness	3.315	0.296
	Independence	3.328	0.261
	Stress tolerance	3.186	0.430
	Self-actualization	3.288	0.317
	Emotional self-awareness	2.841	0.235
	Reality testing	2.782	0.436
	Interpersonal relationship	2.315	0.299
	Optimism	2.425	0.273
	Self-reliance	2.664	0.295
	Impulse control	3.484	0.289
	Flexibility	2.979	0.492
	Responsibility (social)	2.949	0.281
	Empathy	2.823	0.207
Assertiveness	2.807	0.236	
Leadership style	Humanism	3.062	0.225
	Conscientiousness	2.734	0.271
Organizational performance	Ability	3.948	0.446
	Clarity	3.507	0.361
	Cooperation	3.290	0.463
	Encouragement	3.180	0.484
	Assessment	2.977	0.440
	Credit	2.820	0.480
	Environment	2.590	0.557

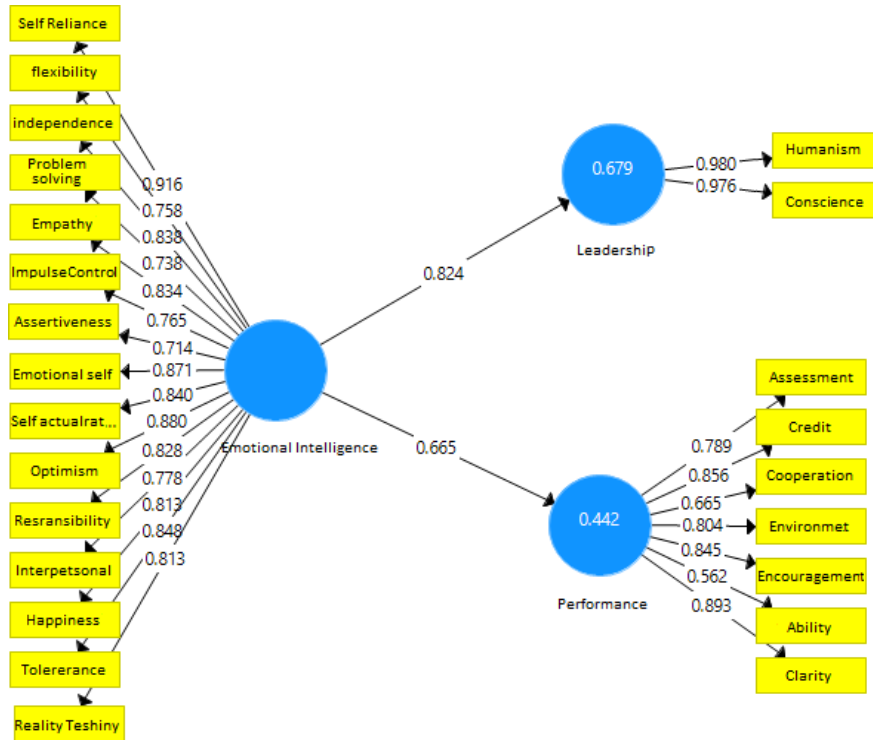


Table 3 shows the Pearson correlation coefficient. As can be seen, there was a positive and significant correlation between problem-solving ability, happiness, independence, stress tolerance, self-actualization, emotional self-awareness, reality testing, interpersonal relationship, optimism, self-regard, impulse control, responsibility, empathy, and assertiveness with organizational performance and leadership style.

**Table 3. Pearson correlation coefficient among variables**

Organizational performance			Leadership style		
	Correlation Coefficient	Significance Level		Correlation coefficient	Significance level
Problem solving	0.471	0.000	Problem solving	0.366	0.000
Happiness	0.454	0.000	Happiness	0.302	0.000
Independence	0.383	0.000	Independence	0.258	0.001
Stress tolerance	0.403	0.000	Stress tolerance	0.386	0.000
Self-actualization	0.414	0.000	Self-actualization	0.420	0.000
Emotional self-awareness	0.359	0.000	Emotional self-awareness	0.396	0.000
Reality testing	0.265	0.007	Reality testing	0.285	0.000
Interpersonal relationship	0.392	0.000	Interpersonal Relationship	0.300	0.000
Optimism	0.462	0.000	Optimism	0.324	0.000
Self-reliance	0.383	0.000	Self-reliance	0.243	0.010
Impulse control	0.386	0.000	Impulse control	0.216	0.021
Flexibility	0.280	0.002	Flexibility	0.261	0.000
Social responsibility	0.350	0.000	Social responsibility	0.260	0.000
Empathy	0.242	0.011	Empathy	0.228	0.017
Assertiveness	0.423	0.000	Assertiveness	0.311	0.000

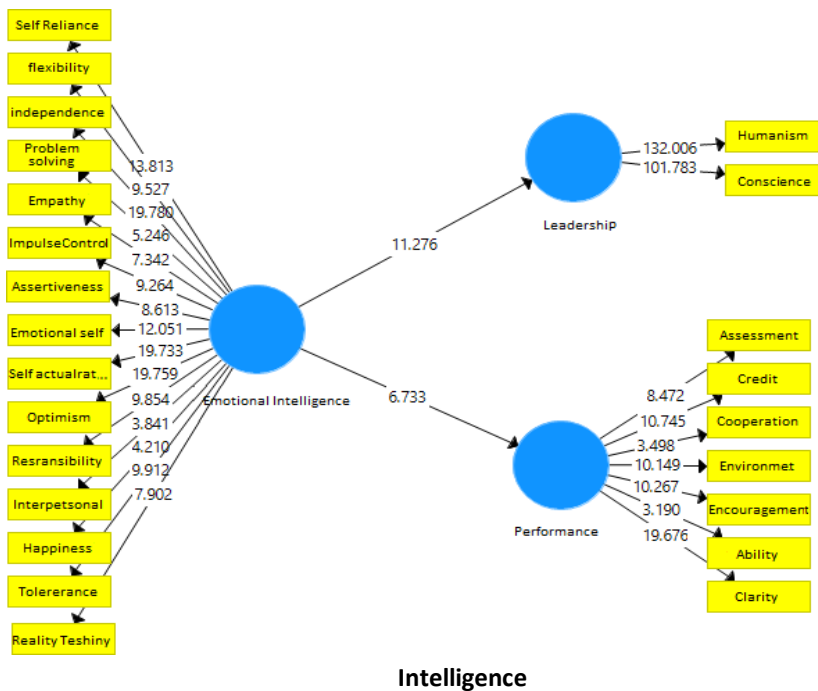
Figure 1 shows the estimation coefficients of the structural research model (standard estimation). As seen, Direct estimation coefficients of leadership style based on emotional intelligence were 0.824 and direct estimation coefficients of organizational performance based on emotional intelligence were 0.665.



**Fig 1. Shows The Estimation Coefficients of The Structural Research Model (Standard Estimation) Of Emotional Intelligence**

Figure 2 shows the estimated t-value of the research structural model for the significance of the coefficients. As seen, the direct estimation coefficients of emotional intelligence for predicting leadership style were 11.276, and according to the critical value (1.96), the value obtained was greater than the critical value, thus it can be concluded that the coefficients obtained (0.824) were 95% significant. At the same time, the direct estimation coefficients of emotional intelligence for predicting organizational behavior were 6.733, and according to the critical value (1.96), the value obtained was greater than the critical value, thus it can be concluded that the coefficients obtained (0.665) were 95% significant.

**Fig 2. Estimated Coefficients Of T-Value for The Significance of Structural Coefficients of Emotional**



Intelligence

Table 4 shows the model fit indicators for the predictive variable of emotional intelligence. As seen, convergent validity (AVE), Cronbach's alpha and composite reliability for emotional intelligence, leadership style, and organizational performance had acceptable values.

**Table 4. Model Fit Indicators for Emotional Intelligence**

Variable	AVE (acceptable value greater than 0.5)	Composite Reliability (acceptable value greater than 0.7)	R Square	Cronbach's Alpha (acceptable value greater than 0.7)
Emotional intelligence	0.512	0.887	-	0.795
Leadership style	0.594	0.821	0.679	0.774
Organizational performance	0.588	0.894	0.442	0.804

**Discussion**

Based on the results of this study, the correlation and effect of emotional intelligence on leadership style and organizational performance of managers seemed logical. The coefficients of direct estimation of emotional intelligence for predicting leadership style were 11,276 and for predicting organizational performance were 6.733. According to the critical value (1.96) and the obtained value, the coefficients 0.824 and 0.665 were almost 95% significant and confirmed the research hypotheses. Managers with higher emotional intelligence were more likely to engage in participatory, humanistic leadership rather than authoritarian and conscientious leadership. The estimated coefficients of 132.006 compared to 101.783 confirmed this. Such Components as self-awareness, self-regard, independence, social responsibility, and self-control had the greatest impact on organizational performance and leadership style. Due to the direct relationship between emotional intelligence and leadership style and organizational performance of managers, emotional intelligence played a mediating role between organizational performance and leadership style and educating emotional intelligence to managers to improve organizational performance, can increase work efficiency, and change the leadership style of managers quite effectively. The results of the present study were in line with other studies such as Busso [30-36] effect of emotional intelligence on organizational performance, Sivanathan and Fekken's [18] findings on the influence of emotional intelligence on leadership style, Langhorn [19] and Poon Teng and James [26] regarding the impact of emotional intelligence on organizational performance.

The results of the research indicated the impact of emotional intelligence on the increase of 5 key components of organizational performance, Clarity, Credit, Environment, Assessment, and Encouragement, which indicates that managers with higher emotional intelligence have higher environmental perception and organizational priority than to other managers and also have more compatibility with the goals. Furthermore, this study revealed that the missing link in soft skills in third-world countries is emotional intelligence. By investing in the development of this skill, improvements in both hard and soft organizational skills, such as organizational performance and leadership style, can be achieved.

Furthermore, the results of this research are similar to Jabeen and Jegerson's [34] findings, which highlight the role of emotional intelligence in improving organizational performance and creativity. Additionally, this study aligns with the research of Senanu Komla and Edwards I, [35] regarding the role of emotional intelligence in the management of construction projects in developing regions, where a notable weakness in this area was identified. Moreover, the results are consistent with Rehman, Qudisia Yousaf, and Ahmed Munawar's [35] study, which explored the shift in leadership styles from authoritarian to participatory and transformative in developing societies, emphasizing the importance of investing in soft skills in countries such as Iran and Pakistan.

The present study faced limitations, including the lack of access to employment history and the cultural attitudes of managers at middle and senior levels. It is recommended that future studies address these shortcomings by expanding the sample to include operational managers and by considering two models, political intelligence and cultural intelligence, and comparing them with emotional intelligence in their impact on organizational performance and leadership style.

### **Conclusion**

Given the importance of human resources in advancing the goals of today's organizations, addressing cognitive models as the most effective factor in directing the leadership style and organizational performance of managers is important. Organizational leadership for survival, business growth, and adaptation to the changing conditions of the world today requires certain characteristics that often make it difficult for managers and organizational leaders to respond to changes. In this regard, one of the most important personality components that can help managers and leaders is emotional intelligence. Managers' knowledge about emotional intelligence promotes self-awareness and social skills in the organization and also their effective decision-making. Emotional intelligence leads to the mutual understanding of employees' needs by managers and increases managers' ability to communicate effectively with employees and motivate them to work in a team. In fact, in today's world, successful managers, in addition to constantly increasing their technical ability, emphasize increased individual skills, particularly emotional intelligence, and promote their technical ability and communication skills. The results of the present study also showed the effect of emotional intelligence on improving organizational performance including environmental assessment, identification and clarity of organizational goals and improving organizational Cooperation and increasing the desire for teamwork. Based on the research results, managers with higher emotional intelligence have a desire for participatory and humanistic leadership rather than authoritarian and conscientious leadership. Hence, in order to improve organizational performance and leadership style, it is necessary to pay more attention to the mediating role of emotional intelligence in decision-making and organizational leadership, and emotional intelligence should be a priority in the organizational training of managers.

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