

# EMOTIONAL INTELLIGENCE DEVELOPMENT THROUGH EDUCATION: EFFECT on LEADERSHIP and TEAM DYNAMICS

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**Abstract:** This study examines the impact of the development of emotional intelligence through education on leadership competences and team dynamics. In today's rapidly changing business world, leaders and team members are expected to have not only technical skills, but also emotional awareness, empathy, self -regulation skills and healthy communication. In this context, it is suggested that emotional intelligence can be systematically developed through formal and non -formal training programs and that this development can increase leadership performance and in -team cooperation. In this study, which was conducted by literature screening, it was examined what kind of outputs of educational -based emotional intelligence development programs gave birth at the individual and organizational level; In particular, leadership styles, conflict management, empathic communication, group trust and belonging were shaped by emotional intelligence. Findings show that emotional intelligence development strengthens the competences of leaders such as effective decision -making, dealing with stress and increasing team motivation. In addition, teams with a high level of emotional intelligence have been found to be more compatible, productive and creative. In line with these findings, it is recommended to spread emotional intelligence -based training programs in organizations.

**Keywords:** Emotional Intelligence, Leadership, Team Dynamics, Education, Organizational Development, Empathy, Communication

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## Introduction

Industrial psychology is a sub -discipline that examines individuals' behaviors, attitudes and performances in the work environments. This field aims to increase the productivity of the labor force as well as to improve employees' psychological goodness (Muchinsky & Culbertson, 2016). Traditionally, industrial psychology, which focuses on issues such as recruitment, performance evaluation, motivation and leadership, has also included more abstract but effective individual differences such as emotional intelligence (DZ) in recent years. The concept of emotional intelligence was first defined by Salovey and Mayer in 1990, and later popularized by Goleman (1995). Emotional intelligence covers the individual's skills to recognize, manage, to understand the feelings of others and to direct social relations in line with these feelings. While questioning the role of cognitive intelligence (IQ) in the historical process in the historical process, research has shown that emotional intelligence may be decisive in critical functions such as leadership, teamwork and conflict management (Cherniss, 2010). In today's business world, digitalization, uncertainty and high competitive environment, strong communication among employees, empathy and self -awareness increases the need for qualities. In this context, emotional intelligence is considered not only as an individual skill, but as a strategic element that affects institutional performance. The fact that it can be developed through education has made DZ an important investment area for both individuals and organizations. The main research problem of this study is to examine the extent to which the impact of the development of emotional intelligence through education on leadership competencies and internal relationships is decisive. The aim of the

study is to analyze how emotional intelligence -based trainings affect the skills of leaders' skills such as decision -making, empathy and conflict management and the consequences of this development that are reflected in the dynamics of this development. In addition, when we look at the perspective of industrial psychology, the indirect effects of this development on institutional productivity and employee commitment will be discussed.

## Aim

The main purpose of this study is to examine the development of emotional intelligence through education and the effects of this development on leadership competencies and team dynamics from the perspective of industrial psychology. Leadership is not only with cognitive competence; Empathy is also shaped by emotional intelligence elements such as self -awareness, motivation, self -management and social skills (Goleman, 1998). In this context, the focus of organizations on leadership development programs on emotional intelligence components can contribute to the formation of more effective leading profiles. In addition, the success of the teamwork depends not only on the labor department, but also the trust, communication quality and emotional harmony between members. Therefore, it is assumed that emotional intelligence -oriented trainings for employees can strengthen, reduce conflicts and increase motivation for common goals. In this study, educational practices that support the development of emotional intelligence will be examined and inferences will be made on how to support organizational sustainable performance and employee commitment. The study aims to provide guiding

suggestions for human resources professionals and managers by supporting theoretical foundations as well as applied examples.

## Method

This research was conducted by literature screening (compilation) method as a qualitative method. Literature screening is a scientific approach that includes systematic examination and analysis of previous academic studies within a particular subject (Boote & Beile, 2005). In line with the main purpose of the study, current scientific publications on emotional intelligence, leadership development and team dynamics were evaluated. The data source of the study was the books published between 2000–2024, academic articles in refereed journals, thesis studies and institution reports. In the scanning process, Google Scholar, Web of Science, Scopus, Ebscohost and Proquest databases were used. Terms such as "Emotional Intelligence", "Leadership Development", "Team Dynamics", "Organizational Behavior", "Emotional Intelligence Training", "Industrial Psychology" were preferred. The following criteria have been paid attention to the selection of publications:

- To be directly related to the subject,
- Academic quality,
- Published in the last 20 years,
- Covering theoretical and practical aspects,
- It contains concrete suggestions or findings about emotional intelligence development and education.

The collected data were evaluated by descriptive analysis method, and the prominent approaches in the literature were theyatically classified. (1) The effect of emotional intelligence on leadership is presented under three main headings: (2) Relationship with Team Dynamics, and (3) the content and effectiveness of training programs. With this method, in -depth analysis of the existing information, gaps in the field, implementation recommendations and future research needs were put forward. Thus, it is aimed to contribute to both theoretical and practical terms of the study.

## Emotional Intelligence and Importance in Business Life

Daniel Goleman's emotional intelligence model:

Although the concept of Emotional Intelligence (DZ) was first defined by Salovey and Mayer (1990), Daniel Goleman was the name that brought this field together with the masses. Goleman (1995) defines emotional intelligence as the ability to recognize the individual's own feelings, manage these feelings, to understand others' feelings and to manage relationships effectively. According to Goleman, most of the basic qualifications that a successful leader should have is based on emotional intelligence, and these skills can be developed through education, nor can they be developed.

According to the model of Goleman (1998), emotional intelligence consists of five main components:

- Self-Awareness: The recognition of the individual recognizes his emotions and realizes how these emotions affect their behavior and decisions.
- Self-regulation: Ability to control emotions, suppressing impulsive reactions, cope with stress.
- Internal motivation: Internal motivation and determination to achieve personal goals.

- Social Awareness: Understanding the feelings of others and using this awareness effectively in relationships.
- Social Skills: The ability to communicate effectively, to increase cooperation, to solve conflicts and to manage teamwork.

These components are basic building blocks both in terms of individual development and efficient relationships in the work environment. Emotional intelligence in the modern business world has not only been an individual feature and has become the determinant of institutional success. Employees with high self-confusion are more conscious of recognizing and developing their powerful aspects. Self-management skills reduces conflicts by providing discreet remaining in stressful situations (Cherniss, 2010). Thanks to empathy and relationship management skills, a trust environment develops between team members, open communication is encouraged and cooperation increases. Research has shown that leaders with high levels of emotional intelligence exhibited more effectively, increases the motivation of employees and strengthens organizational commitment (Boyatzis et al., 2000). In addition, emotional intelligence plays a critical role in terms of skills such as adapting to change in work, effective communication in multicultural environments and managing complex social interactions. In this context, emotional intelligence education; It is considered as a strategic investment in order to increase employees 'emotional awareness, to develop leaders' developing empathic leadership styles and to strengthen internal dynamics.

## Emotional Intelligence Development Through Education

In today's business world, it is not only sufficient to invest in technical skills. The success in the workplace is based on the emotional awareness, communication skills and relationship management capacities of the employees. In this context, the aim of institutional trainings is not only to increase the knowledge levels of the employees; It is also to increase inter -individual interaction and organizational productivity by improving their emotional intelligence (Goleman, 1998; Cherniss, 2001). In particular, emotional intelligence -based trainings are critical in areas such as leadership development, teamwork, customer relations and stress management. Scope of Corporate DZ trainings; It includes modules such as self-marking, empathy development, stress-cope skills, effective listening, constructive feedback, conflict solving and positive leadership. These trainings are presented in different formats from short -term workshops to long -term leadership development programs.

Emotional Intelligence Oriented Education Programs (Sample Applications):

DZ -oriented training programs implemented in various institutions both support individual development and increase team performance. For example, Google's MindFulness and Emotional Intelligence Based Program, "Search Inside Yourself", aims to gain self-acclaiming and self-management for employees (Tan, 2012). Similarly, international companies such as Siemens and General Electric have integrated modules to improve emotional intelligence in leadership academies. Educational content is usually structured through real interaction scenarios at work. It is aimed that the participants will recognize their own emotional reactions, understand others' feelings and develop appropriate behaviors in difficult situations.

Emotional intelligence trainings are carried out with more interactive and experienced methods, unlike traditional classroom trainings. The most widely used techniques are:

- **Role-Play:** Participants increase their emotional awareness by reviving scenes such as conflict, feedback or moments of crisis at work.
- **Empathy Studies:** Empathic communication skills are developed through scenario analysis or story -based activities that provide looking from someone else's perspective.
- **Group Dynamics Workshops:** Participants have the opportunity to experience how their emotional intelligence is activated in the process of decision -making, cooperation and leadership in the group.
- **Feedback cycles:** Participants perform constructive feedback and receiving practices to both themselves and others.
- **Awareness and Breath Studies:** It is among the basic techniques used for self-management and stress control.

Research shows that such trainings not only increase the emotional intelligence levels of individuals, but also have positive effects on outputs such as job satisfaction, organizational commitment and team performance (Cherniss et al., 2006; Boyatzis & McKee, 2005).

### **The Relationship Between Leadership and Emotional Intelligence**

Emotional intelligence is one of the basic building blocks of effective leadership. Goleman (2000) emphasizes that leaders with high levels of emotional intelligence are strong, self-management skills developed, high empathy skills and effective communication. These leaders are not only target -oriented; It is also human -oriented. They can motivate them by recognizing the emotional needs of employees, manage conflicts constructively and increase institutional commitment. In addition, they give confidence to their teams with their skills to stay calm in stressful and uncertain environments (Boyatzis & McKee, 2005).

**Effect on Leadership Styles:** Transformative, servant and charismatic leadership

Emotional intelligence is an important force that nurtures different leadership styles:

- **Transformative Leadership** is characterized by a visionary approach and inspiring communication. Such leaders increase motivation and creativity by addressing the emotions of employees through their emotional intelligence (Bass & Riggio, 2006).
- **Servant Leadership** defines humble and empathic leaders who prioritize the needs of others. DZ components such as empathy, active listening and relationship management play a central role in this leadership style (Greenleaf, 2002).
- **Charismatic leadership** stands out with its emotional attractiveness and the ability to influence people. Since the emotional intelligence of charismatic leaders is developed, they can establish deep ties with people and create trust and inspiration (Conger & Kanungo, 1998).

In all these leadership styles, emotional intelligence acts as a leverage that increases the effect of the leader and enables him to

establish more meaningful relationships with his followers. Leaders with emotional intelligence have the capacity to positively shape the emotional climate of the teams. These leaders; They adopt a supportive communication style by showing sensitivity to the emotions of the employees, which facilitates the construction of the environment of psychological trust in the team (Edmondson, 1999). Psychological trust is an environment in which employees can share their ideas without fear of making mistakes and feel valuable, and the leader's empathic attitude plays a decisive role in providing this environment. In addition, the leader's emotional intelligence can enable the team to manage the stress level and develop emotional resistance even in moments of crisis. This both increases business satisfaction and reduces burnout (Harms & Credé, 2010). As a result, emotional intelligence shows that leadership is not only a cognitive but an emotional process, and reveals that meaningful ties established with emotions are based on effective leadership.

### **Effect on Team Dynamics**

The success of the teamwork is not only technical competences; It also depends on the nature of emotional interactions between individuals. Emotional intelligence allows team members to understand both their own feelings and their feelings and to develop appropriate behaviors in this direction (Jordan & Lawrence, 2009). In particular, DZ components such as empathy, effective listening and open communication support confidence, understanding and mutual respect among team members. Empatic and open -to -communication team members can easily recognize each other's needs and limits and produce cooperation -based solutions. This both strengthens emotional ties and balances the share of tasks. As a result, teams with high levels of levels not only work efficiently; They also become groups that are satisfied with working together (Druskat & Wolff, 2001). Conflict is one of the inevitable interactions in the workplace. However, the constructive management of these conflicts is directly related to emotional awareness and control skills. Employees with high levels of emotional intelligence can recognize their own emotional reactions during conflict, manage emotional triggers and develop more effective solutions by understanding the perspective of the other party (Gross, 2015). In this process, the emotional intelligence of the leader and key members in the group may be determining the direction of conflicts. Especially in high stressful situations, thanks to the emotion regulation skills of team members, conflicts can become destructive and turn into learning opportunities. Emotional intelligence development at the team level significantly increases team performance. Dr. Druskat and Wolff (2001) developed "Team Emotional Intelligence Model" shows that teams can create emotional norms within themselves and that these norms directly affect group success. In -team support, emotional sharing and positive attitude towards common goals are the basic elements fed by DZ. Studies have shown that the teams receiving DZ trainings adopt a more creative, solution -oriented and flexible way of working (Bell, 2007). It was also found that emotional intelligence increased the level of commitment within the team and reduces burnout syndrome (Lopes et al., 2006). Thus, the development of emotional intelligence makes a strategic contribution to the team and organizational level as well as at the individual level.

## Literature Review and Findings

Example Research from Literature:

The concept of emotional intelligence (DZ) has been the subject of comprehensive research in many fields of business life such as leadership, teamwork and organizational productivity since the 1990s. In particular, the theoretical framework of Goleman (1995, 1998) has become a basic reference point for academic studies.

Cherniss (2001) has shown that emotional intelligence is more effective in leadership performance than cognitive intelligence, and showed that managers can improve their skills through education. Similarly, "Emotional Competence Inventory" developed by Boyatzis, Goleman and Rhee (2000) revealed that the DZ levels of individuals in managerial positions are closely related to leadership activity.

Druskat and Wolff (2001) showed that the concept of emotional intelligence at the group level increases the team performance and commitment of internal DZ norms. When Edmondson (1999) is evaluated together with the concept of "psychological confidence", it is seen that the DZ increases cooperation and creativity by encouraging trust, openness and empathy in the team environment.

### The relationship between education and emotional intelligence:

The fact that the DZ is an improveable skill has increased the number of educational -based research. Nelis et al. In an experimental study by (2009), it was found that the participants who received 18 hours of emotional intelligence training developed significantly in the fields of self-marriage, empathy and emotion regulation.

In his study on the Mindfulness -based DZ training program called "Search Inside Yourself", which was applied within Google (2012), the employees' cope of stress, concentration levels and internal compliance were significantly developed. In addition, it is emphasized that such trainings are effective not only at the individual level but also in the transformation of corporate culture.

The results of emotional intelligence development on leadership and team efficiency:

The findings in the literature indicate that DZ development improves both leadership quality and team performance. Leaders with high emotional intelligence levels can make more discreet decisions in moments of crisis, while motivating their employees better and creates an atmosphere of trust (Harms & Credé, 2010). The teams of these leaders experience less conflict and maintain their duties with higher motivation.

Lopes et. In a study conducted by (2006), it has been shown that team members with high emotional intelligence levels are more effective in social relations and contribute more to group performance. In the same study, it was found that the DZ increases the level of social support perceived within the team.

As a result, the findings in the literature; Emotional intelligence -oriented trainings show that they improve leadership competences, strengthen the empathy and cooperation environment in -team and thus contribute directly to organizational productivity.

## Results and Recommendations

In this study, it was concluded that emotional intelligence can be developed through education and that this development has positive effects on leadership competencies and team dynamics. The data obtained from the literature show that leaders with emotional intelligence increase both individual performance and team productivity by exhibiting constructive approaches in empathic, open to communication and crisis moments. It is understood that individuals with high levels of levels in the team can manage conflicts constructively, are open to cooperation and contribute to the psychological trust environment. It can be emphasized that DZ skills developed through training programs strategically contribute to organizational performance by increasing both individual awareness level and internal harmony.

### Recommendations for Human Resources and Managers:

- Emotional intelligence development should be considered as a fundamental element in human resources planning. DZ -based measurement tools should be integrated into recruitment, promotion, leadership development and performance evaluation processes.
- For managers, emotional intelligence training should be made compulsory and the content of these trainings should be updated regularly. In particular, applied workshops should be encouraged to focus on self-marking, empathy and relationship management skills.
- Team leaders should be provided with skills to manage emotional climate within the team and support the formation of feedback culture and psychological trust.
- Social skill trainings that will increase the interaction between employees are important in terms of strengthening the culture of corporate culture.

### Suggestions for future research:

- The effectiveness of emotional intelligence trainings applied in different sectors (eg health, defense, service, training) should be examined comparatively.
- Boyumal studies should be carried out to monitor the long -term effects of emotional intelligence development.
- Experimental research between corporate performance indicators (job satisfaction, commitment, burnout, innovation, etc.) DZ development should be increased.
- The effectiveness of DZ trainings carried out through digital platforms should be evaluated compared to face -to -face applications.

### The need to increase in -house application samples:

Emotional intelligence education should be an indispensable part of corporate development policies. However, the limited examples of application show that theoretical knowledge cannot be implemented sufficiently in practice. Because:

- Good application examples between institutions should be shared and inter -sectors collaborations should be encouraged.
- Mentoring and Coaching Systems should be used as sustainable tools to support the development of emotional intelligence of employees.
- The effectiveness of corporate DZ programs should be evaluated by periodic measurements and continuous development should be achieved..

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