

## **Emotional Intelligence, Manager-Subordinate Communication, and Training Effectiveness in Moroccan Call Centers**

### **Intelligence émotionnelle, communication manager-subordonné et efficacité des formations dans les centres d'appels marocains**

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## Abstract

This article examines the role of emotional intelligence in manager-subordinate communication quality in Moroccan call centers, focusing on the effectiveness of organizational EI training programs. Grounded in a positivist paradigm, this quantitative confirmatory study is based on a questionnaire administered to 57 call center professionals across Morocco. The results reveal a significant paradox: while respondents demonstrate genuine individual emotional competencies, these capacities remain largely unrecognized within the organizational environment. More significantly, EI training programs, though formally offered in the majority of the organizations studied, produce no perceptible improvement in daily hierarchical communication. A cross-analysis further reveals a structural perception gap between agents and managers regarding emotional attentiveness and relational quality.

**Keywords:** Emotional intelligence; Manager-subordinate communication; Internal communication; Training; Moroccan call centers.

## Résumé

Cet article examine le rôle de l'intelligence émotionnelle dans la qualité de la communication manager-subordonné au sein des centres d'appels marocains, en analysant l'efficacité des formations organisationnelles à l'intelligence émotionnelle. Dans le cadre d'un paradigme positiviste, cette étude quantitative confirmatoire repose sur un questionnaire administré auprès de 57 professionnels répartis dans plusieurs villes du Maroc. Les résultats témoignent d'un paradoxe significatif : bien que les répondants démontrent de réelles compétences émotionnelles individuelles, leurs émotions demeurent largement ignorées par l'environnement organisationnel. Plus significativement, les formations à l'intelligence émotionnelle, pourtant formellement dispensées dans la majorité des organisations étudiées, ne produisent aucune amélioration perceptible de la communication hiérarchique quotidienne. Une analyse croisée révèle en outre un écart de perception structurel entre agents et managers concernant la disponibilité émotionnelle et la qualité relationnelle.

**Mots-clés :** Intelligence émotionnelle ; Communication manager-subordonné ; Communication interne ; Formation ; Centres d'appels marocains.

## Introduction

In today's increasingly challenging work environment, the relationship between managers and subordinates has become a topic of interest to many researchers. Within an organizational context, building a strong relationship with collaborators is significantly important for employee engagement and job satisfaction. Emotional intelligence has emerged as an organizational competence, shaping both the work climate and the quality of employee interactions (Goleman, 1998; Mayer, Salovey & Caruso, 2004).

The call center sector occupies a demanding position in today's organizational landscape and the Moroccan economy. Defined by intense emotional labor demands, high performance pressure, and a predominantly young workforce (Candeias, Chambel & Carvalho, 2021; Hochschild, 1983), these environments transform the manager-subordinate relationship into a critical operational variable and a daily communicational challenge. In Morocco, the offshore call center industry has evolved over the past two decades. This sector has become a significant driver of employment and international economic integration, but remains largely understudied from the perspective of organizational communication and emotional management (Tuten & Neidermeyer, 2004).

While the link between emotional intelligence and organizational success is well-documented in Western corporate settings (Boyatzis & Sala, 2004; Clarke, 2010; Mattingly & Kraiger, 2019), we still know very little about how this dynamic plays out within the specific cultural and professional context of Moroccan call centers. Furthermore, existing research rarely views emotional intelligence training as a shared communicational tool that should target both managers and subordinates simultaneously.

This study seeks to bridge these gaps by drawing on evidence from a quantitative survey of 57 call center professionals across several Moroccan cities. Grounded in a positivist paradigm, the research adopts a quantitative exploratory approach and formulates three hypotheses :

H1 : Call center professionals possess individual emotional intelligence competencies that remain largely unrecognized within the organizational environment.

H2 : The quality of the manager-subordinate relationship and communication is moderate to low in Moroccan call centers

H3 : Emotional intelligence training programs offered by organizations in this sector do not significantly improve the communication quality.

These hypotheses are addressed through the following research question :

**RQ:** To what extent does the integration of emotional intelligence competencies into Moroccan call centers through training programs contribute to improving the quality of manager-subordinate communication and relational dynamics?

The article is structured as follows. Section 1 develops the theoretical framework, conceptualizing emotional intelligence, its role in manager-subordinate relationships, and the conditions for effective EI training in organizational contexts. Section 2 presents the methodology. Section 3 presents the results and discusses the empirical findings across three thematic axes, concluding with a cross-analysis by professional role. The conclusion synthesizes the main contributions, limitations, and perspectives of the study.

## **1. Conceptualizing Emotional Intelligence in Organizational Contexts**

### **1.1. Emotional intelligence**

Emotional intelligence can be introduced as the ability to recognize, understand, and manage one's own emotions while being able to perceive and regulate the emotions of others. This concept was initially presented by Salovey & Mayer (1990) and developed by multiple authors according to different approaches. It is considered a key factor influencing management and leadership effectiveness, as well as communication processes. Even if the introduction of the term is recent, the interest in humans dates back much earlier; scholars such as Kurt Lewin and Elton Mayo already emphasized the importance of human-centred approaches to highlight the role of social, communicational, and relational aspects in shaping the organizational behavior of employees.

In fact, emotions allow the individual to express their feelings. This can be universally translated the same way, such as fear and crying can be explained as a need for help and physiological support. Multiple emotions can appear depending on the context and the emotions felt, but also how it was perceived in that social and cultural environment. Generally, based on the facial expressions, others can transcribe the emotional state based on the expressions, for example, joy, fear, anger, disgust, sadness, and surprise (Ekman, 1992). These universal feelings are expressed the same way even in different cultural and social spheres, but the issue is the ability to display these feelings in front of others, which varies from one culture to another.

Emotions stimulate feelings that can control the human reaction towards a specific situation. This sequence is visualised as a semiotic process where the emotion is the primary signal and the feeling and reaction serve as the interpretation that frames the final communicative output (Salovey & Mayer, 1990; Goleman, 1998; Mayer, Salovey & Caruso, 2004). Furthermore,

intelligence is considered a reflection of the ability to reason and act logically according to the domain. The classic intelligence is measured by an intelligence quotient. In an organizational context, it was proven to be insufficient and inadequate to comprehend and grasp the complexity of human interaction and relational management (Wechsler,1943).

To better understand how feelings can control reaction, Jack Block, a psychologist, introduced through one of his researchers a comparison between high-intelligence individuals and others with high emotional skills. This comparison reveals that emotional competence is the key element in managing social interaction and regulating one's behavioral and reactive response to different situations.

Hence, three major theoretical frameworks structure the field and forge the conceptual foundation of this study. The ability-based model of Mayer, Salovey & Caruso (2004) conceptualizes emotional intelligence as a set of cognitive capacities to perceive, use, understand, and manage emotions. Goleman (1998) proposes a competency-based model around four components: self-awareness, self-management, social awareness, and relationship management. A third perspective is offered by Bar-On (1997), who introduced emotional intelligence as a measurable indicator combining emotional and social competencies.

The three theoretical frameworks affirm that emotional intelligence is not a static trait, but a developmental capacity. This convergence underpins the study's conceptual model. This model refers to individual emotional intelligence competencies (independent variable) that act as the primary catalyst for professional interaction. Within this framework, the quality of manager-subordinate communication serves as a vital mediating variable. This study suggests that through targeted training interventions, these competencies can be intentionally cultivated to generate measurable and meaningful relational outcomes (dependent variable).

### **1.2. Emotional intelligence and the Manager-subordinate relationship**

In an organizational context, Emotional intelligence is a crucial skill, especially in a very competitive and challenging sector such as call centers in the offshore sector. This sector is in full emergence in Morocco; it is a fundamental lever to the Moroccan economy through the creation of job opportunities and building strong relationships with firms on an international level. The opportunities offered allow individuals to enter the professional environment easily since they don't require higher diplomas but focus instead on linguistics and soft skills. It is perceived as a high-pressure environment that requires a mix of technical, relational, and communicative skills, but also a requirement to meet several expectations, such as delivering a unique and personalized service to their clients, adhering to the contractual deadlines, and

providing continuous support to their outsourcing clients. Actually, meeting the demands of the clients is a daily challenge that can create pressure on the collaborators and might impact the climate of the work environment if not managed properly. At that point comes the role of emotional intelligence as a skill to incorporate in this specific environment to manage and maintain a good manager-subordinate relationship (Goleman, 1998).

In fact, when an organization invests in developing certain skills, the return on investment takes time, but the impact is very noticeable. This relationship, as it is part of the hierarchy, is the core of any type of organization; it shifts the workplace climate immediately if it is not solid and well-built. When we talk about organizations, we talk about humans and their interactions inside a specific cultural and social context. For an individual to adapt and integrate into the environment easily, the organization is obliged to accompany them from their first day until the completion of their onboarding plan. However, if through this process the relationship with the manager or supervisor is professional and based on respect, empathy, and support, the employee's inclusion into the emotional culture of the company will be successful and allow the new hire to feel welcomed and engaged.

While a robust manager-subordinate synergy should be established from the beginning, a failed start is always recoverable. Through emotional regulation, both parties can rework their interactions to restore professional trust. What matters is the will to change and to calibrate the relationship since multiple techniques can be used, such as active listening, empathy, conflict resolution, and emotional intelligence. The role of a leader is to prioritize their team's physical and psychological health from the outset. Through daily interactions, they can assess their employee's state of mind and engage with them effectively. Managing others' emotions is a vital skill for understanding employees, gaining their trust, fostering engagement, and resolving conflicts (Gerstner & Day, 1997).

Effective communication is the key to maintaining any type of interaction between employees. However, within an organizational environment, it requires a high level of emotional intelligence. In fact, both subordinates and managers must be equipped to anticipate and confront daily challenges to guarantee a healthy work climate, especially within a context that requires emotional labor like call centers (Hochschild, 1983).

Interpersonal relationships within organizations contribute mainly to shaping communication effectiveness. In contexts such as call centers, interactions are frequent but often task-oriented; the number of exchanges does not automatically ensure the quality of relations. Normally, when relationships are solid and based on trust, communication becomes effective,

fostering cooperation, collaboration, and performance. In contrast to weak relationships, they can lead to misunderstandings and disengagement (D'Almeida & Libaert, 2010).

In the same aspect, relational quality is now considered a key indicator of leadership and organizational engagement. For instance, when communication involves emotional dimensions, it influences how messages are interpreted and understood. In this regard, emotional intelligence emerges as a lever for enhancing communication and relationships. It is important to realize that by enabling individuals to recognize, understand, and regulate emotions, emotional intelligence supports effective interactions and ensures effective communication flows (Watzlawick, Beavin & Jackson, 1967:51). The main focus and challenge now is to explore whether these emotional competencies can be cultivated within an organizational context.

### **1.3. Training Emotional intelligence competencies in organizational contexts**

Empowering employees and managers with emotional competencies becomes crucial to improve the daily interactions and regular communication, as well as the relational aspect within the organizational context. It is vital to equip the collaborators with these skills, even in instances where certain collaborators already possess foundational emotional competencies and demonstrate intelligence in their professional behavior; it remains essential to provide training for others. According to Goleman and Boyatzis (2017), integrating emotional intelligence in leadership promotes effectiveness through different levels of performance, communication, and exchanges, as well as well-being at work. In either case, developing a tailored training program of emotional intelligence will allow the entire workplace to reach a high level of emotional intelligence, thereby fostering a resilient and collaborative climate.

Consequently, organizations began to invest in and adopt structured training aimed towards enhancing communication flow, along with emotional regulation and awareness. As the emotional intelligence is a set of learnable competencies that can be cultivated through targeted training (Boyatzis & Sala, 2004), especially in an environment where the quality of interpersonal communication is a crucial key to enhancing performance and collaboration at work.

It is a real challenge to reshape an individual's behavior, especially in organizational contexts where employees come from different backgrounds, cultures, and generations. Emotional intelligence training in organizations relies on the conception of this concept, where Mayer, Salovey, and Caruso (2004) considered it as a set of cognitive capacities to perceive, use, understand, and manage emotions based on the ability. On the other hand, Goleman (1998)

positions emotional intelligence as behavioral competencies. Either way, both perceptions lead to the trainability of emotional intelligence.

Several factors may influence the learning and training process at this stage. First and foremost, are individuals truly willing to learn, and are they resilient in the face of change? Furthermore, is the organization strategically investing in this area? Finally, is the training deployed by experts and adapted to modern trends and digital shifts? These conditions enable the organization to understand the global situations of the collaborators and determine the appropriate method of training to adopt. However, an inclusive approach utilizing a wide range of pedagogical techniques ensures that emotional intelligence training is accessible and effective for all employees, regardless of their position in the hierarchy.

Experiential learning has been proven to be a primary approach that organizations tend to rely on to work on emotional and relational competencies instead of referring only to formal training that is limited to information, but works on solving real-life problems (Kolb, 1984). Hence, in environments that rely on intensive communication, individualized training works better through coaching and mentoring along with roleplays and simulations in class or on the floor (Passmore, 2010). Also, the adaptation of social and emotional learning to a professional context is designed to develop and enhance emotional regulation and communication skills (Zins, Weissberg, Wang &Walberg, 2004).

Essentially, training a group of collaborators regarding a specific skill from emotional intelligence ( empathy, active listening, awareness, reassurance, etc.) requires a follow-up afterwards to assess the effectiveness of the training through quizzes, cold listening, observation, and spot checks in case of call center job positions. Generally, this concerns a tailored and targeted experience that requires an investment of time and financial resources. Slaski & Cartwright (2003) demonstrated that structured emotional intelligence training improved emotional competencies among managers.

The emotional intelligence interventions foster a behavioral change and enhancement of communication quality within different project teams if focused on relational and communicational dimensions (Clarke, 2010). Also, according to Mattingly and Kraiger (2019), multiple studies demonstrated the trainability of emotional intelligence, and its effectiveness, but only when the training and interventions were continuous and supported by the organizational culture.

« One cannot not communicate » is the basic axiom of communication according to Watzlawick, Beavin, and Jackson (1967). This emotional intelligence training is considered a

communicative action and intervention that serves to build a solid relationship between the manager and their subordinate. This training will cultivate the ability to regulate emotional expressions, decode the affective signals, and build strong communication skills. This dual intervention targets both managers and subordinates to create a shared emotional and communication culture that promotes relational quality across the hierarchy.

This conceptualization directly supports Hypothesis H3 of the present study: if emotional intelligence training in Moroccan call centers remains disconnected from the relational realities of the manager-subordinate dyad, the impact on communication quality will be negligible, regardless of training availability.

## 2. Methodology

Grounded in a positivist paradigm, this study adopts a quantitative, descriptive, and exploratory research design centred around a self-administered online questionnaire. This methodological choice is justified by the need to capture practical realities of the field from perception to behavioral tendencies across a geographically dispersed professional population within a sector characterized by a high level of stress and high staff turnover (Candeias, Chambel & Carvalho, 2021), as well as operational constraints that limit the face-to-face investigation (Quivy & Van Campenhout, 2011). This approach leads to measuring the emotional intelligence perception, manager-subordinate relationship quality, and trainability of the emotional skills across different hierarchical profiles. Through this study, we will be able to enable descriptive analysis and cross-variable comparison to answer the research questions.

The population of this research consists of professional profiles working in call centers across Morocco, including different hierarchical positions from agents, supervisors, coaches, and the human resources team. The questionnaire was distributed online via Google Forms and collected a total of 57 responses from professionals across several Moroccan cities, including Casablanca, Rabat/Salé, Fès, Oujda, and Tanger. The approach adopted is a convenience sampling; while this limits statistical generalizability, it is an appropriate choice for an exploratory study. As a matter of fact, this approach facilitated a systematic inquiry into perceptions and behavioral patterns within a hard-to-reach population, providing critical insights into a field where data collection is often hindered by organizational and operational limits.

The questionnaire was structured around three themes aligned with the theoretical framework. Individual emotional intelligence focusing on self-perceived emotional management,

relational dynamics exploring manager-subordinate relationship, and operational training as a form of communicative action to elevate the effectiveness of emotional intelligence programs within challenging work environments. A sociodemographic section collected data on gender, age, professional position, city, seniority, education level, and work mode. A cross-tabulation analysis was conducted using professional role (agent vs. manager) as the primary segmentation variable, enabling a comparative reading of how emotional intelligence perceptions, relational quality, and communicational experience differ across the hierarchical positions within the manager-subordinate dyad.

### 3. Results and discussion

The results are analyzed through three main axes of the study’s conceptual framework: the perception of emotional intelligence, the manager-subordinate relationship and communication, and the trainability of emotional intelligence. In order to address the study’s main focus, a cross-analysis by professional role concludes the section, addressing the dyadic dimension central to the research question.

#### 3.1. Emotional intelligence perception among Moroccan call center professionals

The first thematic axis of the survey aimed to measure the perception and practice of emotional intelligence in the daily interactions within a call center environment (Table 1). Results support Hypothesis H1: While participants report high individual emotional intelligence competencies, the organizational environment largely fails to acknowledge these capacities.

**Table (1): Emotional intelligence perception among call center professionals (n=57)**

Question	Dominant finding	Key result
Q3	Emotions rarely or never acknowledged at work (Sometimes + Rarely + Never)	87.7%
Q4	Strong self-management capacity (scores 4 or 5 out of 5)	52.7%
Q5	Ability to understand colleagues' emotions (Agree + Strongly Agree)	82.5%

Source: Author's survey, 2025.

In relation to organizational emotional awareness (Q3), the data shows that 82.6% of respondents report that their emotions are rarely acknowledged in their daily work, while only 12,3% feel that this recognition occurs consistently. This result is particularly significant in the call center sector, where emotional labor is a requirement of the professional role (Hochschild, 1983). The lack of emotion recognition is alarming, especially within the

organizational climate, where this deficit may diminish both engagement and communicational quality over time.

On an individual level, respondents demonstrated stronger emotional competencies. Over half (52.7%) of respondents report a solid capacity to regulate their emotions under pressure (Q4), a competency that is essential to effective organizational behavior (Goleman, 1998). Similarly, a large number of the respondents (82,5%) agreed that they are capable of understanding and considering their colleagues' emotions and feelings (Q5), which aligns with the social awareness and empathy model of Mayer, Salovey & Caruso's (2004).

These findings suggest that call center professionals in this sample possess real emotional competencies, yet work in an environment that neither recognizes nor responds to their emotional reality. This disconnect between individual emotional capacity and organizational culture is a key finding to confirm H1 and highlights a systemic need for emotional intelligence development at the organizational and managerial level. It will be explored in the training theme that follows.

### 3.2. Manager-subordinate relationship and communication quality

This second axis analyzes the quality of manager-subordinate communication and relational dynamics and how it is perceived by call center professionals across different hierarchical levels (Table 2). Results support Hypothesis H2: peer-to-peer interaction is positive, whereas manager-subordinate interactions are moderate to low.

**Table (2): Manager-subordinate relationship and communication quality (n=57)**

Question	Dominant finding	Key result
Q1	Positive peer communication quality (scores 4 or 5 out of 5)	59.7%
Q2	Moderate to low supervisor communication quality (scores 1, 2, or 3)	57.9%
Q6	Positive peer relationship quality (scores 4 or 5 out of 5)	63.2%
Q7	Supervisor perceived as emotionally attentive (Agree + Strongly Agree)	57.9%
Q8	Moderate to low supervisor relationship quality (scores 1, 2, or 3)	64.9%
Q9	The majority have experienced workplace conflicts	63.2%
Q10	Conflicts most frequently ignored or minimized (dominant resolution mode)	36.1%
Q11	Emotions not considered in conflict management (scores 1 or 2)	38.6%

Source: Author's survey, 2025.

Regarding communication quality (Q1 and Q2), the results showed that participants find the peer communication more favorable than supervisor communication. 59.7% of respondents are satisfied with peer interaction, while this proportion drops to 48.8% for communication with their direct manager. 26.3% of participants report serious communication breakdowns in the relational aspect. These findings align with the Leader-Member Exchange theory, which suggests that the quality of the bond between manager and their subordinate is the main foundation of communication effectiveness and employee engagement (Gerstner & Day, 1997).

The emotional aspect of these relationships reinforces this pattern. While peer relationships are rated positively by 62.3% of participants (Q6), the supervisor relationship receives positive scores only from 35% of respondents (Q8). Furthermore, the emotional attentiveness of supervisors was rated negatively by a third of respondents, stating that their supervisors do not listen or understand their emotions during challenging situations (Q7). The absence of managerial emotional awareness constitutes an important relational and communicational risk factor, especially within organisations characterized by intense emotional labor (Hochschild, 1983).

Conflict management is characterized by a culture of avoidance within this context, 63.2% of participants have faced conflict, but the most common answer is to ignore or minimize it (36.1%), while only 8% see an intervention from Human Resources. On the other hand, nearly 40% of respondents gave a lower score to emotional consideration during disputes, revealing an emotionally disengaged culture. These findings represent a failure of the relationship competency identified by Goleman (1998) as essential to effective leadership and the communicational significance that enhances the necessity of communication. The silence in this case is a systemic failure in managerial empathy and conflict resolution, confirming H2.

### **3.3. Emotional intelligence training from effectiveness to organizational investment**

The third axis addresses the second research question by examining and analyzing whether emotional intelligence programs are integrated into Moroccan call centers and whether they contribute to improving manager-subordinate communication (Table 3). Results confirm Hypothesis H3.

**Table (3): Emotional intelligence training from effectiveness to organizational investment quality (n=57)**

Question	Dominant finding	Key result
Q12	Training formally offered by the organization	80.7%
Q13	Training did NOT improve communication with the manager (among trained respondents, n=46)	87.0%
Q14	Perceived sufficient organizational investment in EI development (scores 4 or 5)	59.7%

Source: Author's survey, 2025.

The findings reveal a paradox in how emotional intelligence is viewed and developed within these organizations. While 80,7% of participants have attended emotional intelligence training (Q12), 87% of them reported no improvement or change in their daily interactions with their supervisors (Q13). This discrepancy represents a significant empirical finding for this study.

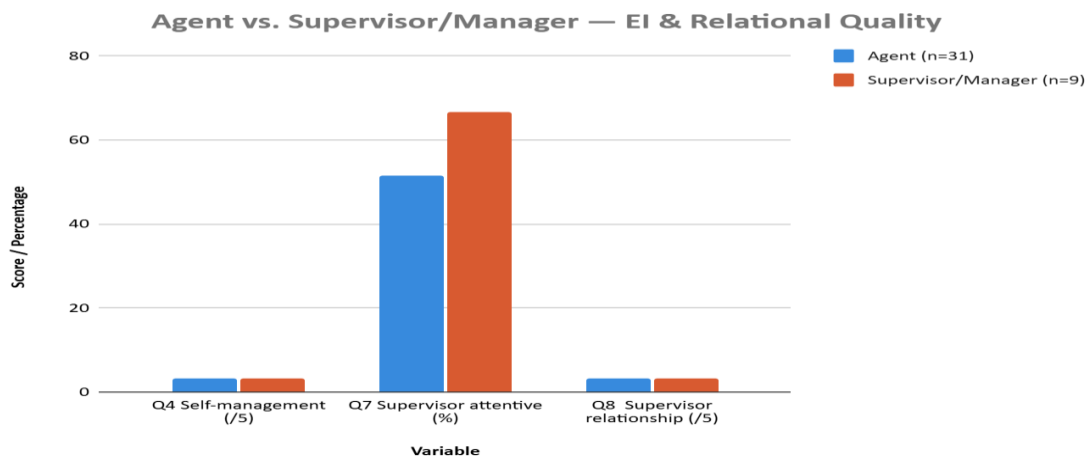
The gap between the availability of training and the effectiveness aligns with the observation that emotional intelligence only succeeds when it is sustained and supported by a receptive culture. Through this study within the context of the Moroccan call center, the data suggest that these training programs are disconnected from the organizational reality of the manager-subordinate relationship. While nearly 59% acknowledged the organization's investment in this matter (Q14), this positive intention does not lead to any tangible results according to the answers collected.

These findings may change how we view emotional training. Instead of treating it as an organizational formality, it should be integrated as a sustained communicational strategy within the organizations, targeting not only individual competencies but the relational and communicational culture as a whole.

#### **3.4. Cross-analysis: professional role and emotional intelligence perception**

The cross-analysis showed a perception gap between hierarchical levels. Through all variables, supervisors see the workplace positively compared to their subordinates.

**Figure (1) : Cross-analysis: emotional intelligence and relational quality perception by professional role**



Source: Author's survey, 2025.

While managers report a higher self-regulation due to constant relational demands of leadership, the discrepancy appears in emotional attentiveness level (Boyatzis & Sala, 2004). It appears that a gap exists between managers who feel heard by their superiors (66.7%) and agents who feel the same about their own supervisors (51.6%). These findings show that managers and subordinates are experiencing essentially two different relational realities, aligning with leader-member exchange theory (Gerstner & Day, 1997). Emotional intelligence training should address the interpersonal dynamics between both parties instead of focusing on individual competencies.

### Conclusion

This study examined the role of emotional intelligence in shaping manager-subordinate communication quality in Moroccan call centers, with particular attention to the contribution of organizational emotional intelligence training. The three hypotheses structuring the research are confirmed by the empirical data. Three findings stand out. First, 87.7% of respondents report that their emotions are rarely or never acknowledged in their work environment, a structural deficit of emotional recognition that contradicts the principles of emotionally intelligent management (Goleman, 1998). Second, despite broad training availability, 87.0% of trained respondents perceive no improvement in their communication with their supervisor, revealing a critical gap between formal training provision and its relational effectiveness. Third, a consistent perception asymmetry across all cross-analysis variables suggests that managers systematically overestimate the quality of their relational interactions.

This study makes original contributions to the organizational communication literature. It provides the first empirical evidence documenting the emotional intelligence training paradox in Moroccan call centers: training is available but does not produce any measurable communicational improvement. It also establishes the existence of perception asymmetry between managers and agents using a dyadic analytical design. As well as its contribution to bridging the underrepresented Global South perspective in organizational emotional intelligence research.

Some of the methodological limitations must be acknowledged. The sample of 57 respondents limits statistical generalizability. The cross-sectional design precludes longitudinal assessment of training effectiveness. Training effectiveness was measured through binary self-reported perception rather than behavioral observation.

The findings open several avenues for future investigation. How do organizational culture and management style moderate the relationship between emotional intelligence training and communicational results? Does the dyadic perception gap identified in this study persist over time?

Future researchers should prioritize larger, longitudinal, mixed-method designs to capture both manager and subordinate perspectives simultaneously, incorporating semi-structured interviews to access the communicational dynamics of the manager-subordinate relationship. Comparative studies across different Moroccan cities and organizational contexts would also further strengthen the empirical base. In fact, extending this research to other Maghreb countries would contribute to building a robust Global South perspective on emotional intelligence in organizational communication.

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