

1 Article

2 Predicting Job Satisfaction in Military Organizations: 3 Unpacking the Relationship Between Emotional 4 Intelligence, Teamwork Communication, and Job 5 Attitudes in Spanish Military Cadets

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19

20 **Abstract:** Although prior research has extensively examined the association of emotional
21 intelligence (EI) with various job attitudes (e.g., job satisfaction), the empirical and systematic
22 investigation of this link within military institutions has captured considerably less research
23 attention. The present research analyzed the relationship between EI, teamwork communication,
24 and job satisfaction among Spanish military cadets. We tested the potential unique contribution of
25 EI to job satisfaction over and above demographics (i.e., gender and age), proactive personality,
26 and resilience. Moreover, we also examined whether EI indirectly affects job satisfaction via its
27 relationship with teamwork communication. A sample of 363 cadet officers of the Spanish General
28 Military Academy completed questionnaires assessing EI, teamwork communication, proactive
29 personality, resilience, and job satisfaction. Our results revealed that EI exhibited incremental
30 variance in predicting job satisfaction even after accounting for demographics, proactive
31 personality, and resilience. Additionally, we found that the effect of EI on job satisfaction was
32 partially driven by enhanced teamwork communication. This research provides empirical evidence
33 suggesting a pathway (i.e., effective teamwork communication) through which EI helps military
34 cadets to experience higher job satisfaction. Implications for future academic programs including
35 EI and teamwork communication to promote positive job attitudes among military personnel are
36 discussed.

37 **Keywords:** emotional intelligence; job satisfaction; military context; proactive personality;
38 resilience.

39

40 1. Introduction

41 Emotional intelligence (EI) has been conceptualized as an individual difference dimension that
42 encompasses a set of abilities concerned with the processing of emotion-relevant information.
43 According to Mayer and Salovey's theoretical approach [1], EI could be defined as "the ability to
44 perceive emotions, to access and generate emotions so as to assist thought, to understand emotions

45 and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and
46 intellectual growth" [1] (p.5). In the last two decades, a significant body of research has documented
47 the predictive validity of EI across a wide array of psychological domains. For instance, EI has been
48 found to predict a set of health-related dimensions and behaviors [2,3], subjective well-being [4],
49 cognitive and affective academic engagement [5], career decision making [6], or social sharing
50 motives [7], among others.

51 A promising avenue for future research is related to the examination of psychological processes
52 involved between individuals' EI and critical work-related outcomes [8,9]. Accordingly, given that
53 people high in EI are more prone to successfully evaluating and regulating their emotional states
54 [10], thereby deploying more appropriate strategies for coping with adverse circumstances,
55 employees' EI is argued to play a fundamental role in the maintenance and development of positive
56 individual and organizational outcomes. Indeed, higher EI has been consistently and positively
57 associated with positive work outcomes, such as job satisfaction [11-13], trust and project success
58 [13], psychological ownership of the job [14], or organizational commitment [15]. Although the
59 aforementioned studies substantially strengthen the idea that EI may promote desirable work
60 outcomes, it is important to ascertain whether the effects of EI remained significant once established,
61 well-known personality or work-related constructs are controlled in the analytical models.
62 However, there is growing valuable research trying to demonstrate incremental validity of EI in
63 predicting work attitudes and behavior. For example, Carmeli [16] found that EI predicted a set of
64 work outcomes (i.e., job performance, withdrawal intention, altruistic behavior, career commitment,
65 affective commitment, work-family conflict, and job satisfaction) even after accounting for age,
66 income, organizational size, and tenure in an organization. Further studies have also shown that EI
67 uniquely predicted burnout levels (beyond demographic and work-related factors [17]) and
68 entrepreneurial self-efficacy (above and beyond demographics and personality traits [18]). Likewise,
69 it is worth noting that recent meta-analytic findings have indicated that EI exhibited incremental
70 validity in the prediction of job satisfaction, organizational commitment, and turnover intentions
71 above and beyond the Big Five personality factors [8], thus suggesting the unique contribution of EI
72 to these work attitudes. Moreover, Miao et al. [8] also explored potential theoretically related
73 psychological mechanisms that might act as mediator variables in the association between EI and job
74 satisfaction. In particular, their study demonstrated that both state affect and job performance
75 mediated the EI-job satisfaction relationship. Similarly, in another meta-analysis aimed at exploring
76 the effects of EI on job satisfaction it was also found that employees with higher EI reported greater
77 job satisfaction [19]; notably, this relationship existed independently of numerous relevant
78 employees' characteristics (i.e., gender, age, and tenure). In additional support of the unique
79 contribution of EI to work outcomes, another recent meta-analysis of EI provided empirical evidence
80 showing that EI has incremental validity in predicting both organizational citizenship behavior and
81 counterproductive work behavior after controlling for classical variables, such as personality
82 dimensions or general self-efficacy [20].

83 Overall, the data above suggest that there is increasing convergence on the idea that EI
84 represents a central individual characteristic for uniquely enhancing positive individual and
85 work-related outcomes in organizational life. However, even though the desirable effects of
86 employees' EI on job satisfaction across organizational settings have received accumulated evidence,
87 the empirical and systematic investigation of such a relationship within military organizations has
88 captured considerably less scholarly attention [21]. Currently, military organizations are mainly
89 hierarchical and large institutions where orders have a great impact on subordinate members [22].
90 Operating in complex socio-cultural (military forces are integrated in local populations), globalized
91 (mass media and social platforms could trigger far-reaching incidents), and rapidly changing (a
92 wide range of operations are performed, from maintaining security to fighting) environments poses
93 a major challenge for the military culture and organization. Therefore, these institutions should
94 ineluctably give due consideration to cadet officers' abilities to perceive and regulate their emotions
95 within this particularly complex work environment. For example, in a large cohort of North

96 American military academy cadets, research confirmed the importance of cognitive and personality
97 variables that could contribute to military competences and performance [23]. Nevertheless, EI was
98 not specifically measured in that research. Thus, authors suggest the need to explore additional
99 factors that may influence military performance beyond reasoning, personality, and social skills.

100 Through this research, we intend to extend prior research findings on EI by elucidating the
101 specific role of EI in job satisfaction—one of the central variables in the organizational field
102 [24]—among military forces, while also controlling for the potential influence of further
103 conceptually related personality constructs, such as individuals' levels of proactive personality and
104 resilience. Although recent research has found that both proactive personality and resilience are
105 positively correlated with EI and job satisfaction [25-28], no studies have analyzed whether EI
106 predicts job satisfaction even after accounting for proactive personality and resilience.

107 Considering that the underlying psychological mechanisms of the EI–job satisfaction
108 association are barely known [11], we also explored whether teamwork communication—a basic
109 teamwork competence [29]—would act as a plausible mediating psychological variable. Previous
110 research has suggested that high EI could represent a prerequisite to developing adequate and
111 effective interpersonal communication skills [30]. Nonetheless, the role of teamwork communication
112 in the relationship between EI and job satisfaction has not been elucidated so far. In this regard, prior
113 indirect evidence allows us to infer that communication competence could exert an explanatory role.
114 For instance, EI has been proven to be positively correlated with perceptions of constructive
115 communication patterns [31]. Furthermore, effective communication at work has been found to
116 correlate with higher job satisfaction [32], thereby supporting the beneficial impact of
117 communication on positive job attitudes. To sum up, because EI is deemed a key factor in various
118 types of communication, potentially leading to optimal work-related outcomes [33], one might
119 expect that EI positively affects job satisfaction by enhancing teamwork communication.

120 1.1. *The Current Study*

121 This research is principally aimed at testing the predictive ability of EI on job satisfaction among
122 a large sample of cadet officers. Additionally, we also examined the incremental validity of EI above
123 and beyond partially conceptual overlapping factors (i.e., proactive personality and resilience), as
124 well as the putative mediating role of work-team communication competence in the EI–job
125 satisfaction relationship, thus complementing prior research that analyzed other mediating factors
126 [8,11]. Overall, proceeding on the basis of the abovementioned considerations, the following
127 hypotheses have been made:

128 *Hypothesis 1:* Cadet officers' EI will predict increased job satisfaction.

129 *Hypothesis 2:* Cadet officers' EI will exhibit incremental validity in job satisfaction above and beyond
130 the effects of proactive personality and resilience.

131 *Hypothesis 3:* Teamwork communication competence will act as a mediator in the relationship
132 between cadet officers' EI and job satisfaction.

133 2. **Materials and Methods**

134 2.1. *Sample*

135 Cadet officers of the Spanish General Military Academy, located in Zaragoza, Spain, were
136 invited to participate in this research. A total of 363 individuals completed a comprehensive survey
137 including five separate questionnaires. The sample comprised 343 male and 20 female military
138 cadets between 20 and 40 years of age ($M = 23.48$, $SD = 3.99$).

139

140 2.2. Measures

141 2.2.1. Emotional Intelligence

142 We used the Spanish version of the Wong Law Emotional Intelligence Scale [34]. This
143 instrument consists of 16 items measuring four aspects of EI: Self-Emotion Appraisal, SEA, Others'
144 Emotion Appraisal, OEA, Use of Emotion, UOE, and Regulation of Emotion, ROE. However, as in
145 prior studies, we used the overall score in our analyses as we were interested in the global EI score
146 [35,36]. Items (e.g., "I am quite capable of controlling my own emotions" or "I always encourage
147 myself to try my best") were rated using a 7-point Likert scale ranging from 1 (*strongly disagree*) to 7
148 (*strongly agree*). Higher scores in this measure reflect higher levels of EI ($\alpha = 0.86$). We used the
149 well-validated Spanish version [37].

150 2.2.2. Teamwork communication

151 We used the communication measure composed of eight items of the Teamwork Knowledge,
152 Skill, Ability Test proposed by Stevens and Campion [38,39] and adapted it to the Spanish
153 population [29] (e.g., "I make an effort to talk about less important things with my peers for the sake
154 of team spirit and better internal communication"). The answer format is a Likert-type scale with
155 five options ranging from 0 (*never*) to 4 (*always*); high scores indicate effective communication for
156 teamwork. Cronbach's alpha reliability on the present sample was 0.76.

157 2.2.3. Proactive Personality

158 We administered the shortened version of the Proactive Personality Scale proposed by Seibert,
159 Kraimer, and Crant [40] and validated according to Bateman and Crant's work [41]. The short
160 version consists of 10 items (e.g., "I am constantly on the lookout for new ways to improve my life")
161 measuring individual differences in the inclination to take action and change the environment. Items
162 were evaluated using a 5-point Likert scale ranging from 1 (*never at all*) to 5 (*always*). Higher scores
163 indicate higher levels of proactive personality. Cronbach's alpha reliability was 0.86.

164 2.2.4. Resilience

165 We used the 5-item measure developed by Hardy et al. [42] to evaluate resilience. It was
166 operationalized as the ability to maintain confidence in the face of misadventures and dissatisfaction
167 experiences (e.g., "Bounce back from performing poorly and succeed"). The response format was a
168 5-point Likert scale anchored at 1 (*low*) to 5 (*high*). Higher scores reflect greater resilience. Cronbach's
169 alpha reliability was 0.81.

170 2.2.5. Job Satisfaction

171 To assess job satisfaction, we administered the job satisfaction scale proposed by Judge, Locke,
172 Durham, and Kluger [43]; this measure was based on Brayfield and Rothe's overall job satisfaction
173 scale [44] (e.g., "Most days I am enthusiastic about my work"). The responses to its 5 items were
174 measured using a 7-point scale ranging from 1 (*strongly disagree*) to 7 (*strongly agree*). Higher scores in
175 this measure indicate increased job satisfaction. In this study, the Cronbach's alpha coefficient was
176 0.84.

177

178 2.3. Procedure

179 A number of previously trained evaluators requested military cadets' volunteers to participate
 180 in the Spanish General Military Academy. The evaluators explained to participants how the
 181 collected information will be used, ensuring that they could abandon their participation in the study
 182 at any time and without any consequences. After participants were informed about the estimated
 183 duration of their collaboration (about 25 minutes), confidentiality, and anonymity regarding their
 184 answers, they proceeded to complete the questionnaire booklet individually in Spanish General
 185 Military Academy classrooms while supervised by the aforementioned evaluators. Volunteers did
 186 not receive any type of academic or financial compensation in exchange for their participation.

187 2.4. Data Analysis

188 First, basic descriptive statistics (i.e., means and standard deviations) and bivariate correlations
 189 for all measures were computed. Then, we performed a hierarchical regression analysis to determine
 190 the possible unique predictive contribution of EI to job satisfaction. As a preliminary check, we
 191 calculated variance inflation factors (VIFs) for each independent questionnaire variable. Collinearity
 192 statistics obtained for our sample showed acceptable values (VIFs < 1.57 [45]). Lastly, we further
 193 computed a simple mediation analysis to explore whether the EI-job satisfaction relationship among
 194 cadet officers could be explained—at least, partially—by teamwork communication competence
 195 levels.

196 3. Results

197 3.1. Descriptive Statistics and Correlation Analysis

198 Descriptive statistics (i.e., means and standard deviations) and product-moment correlation
 199 coefficients for all key variables in the study are given in Table 1. Aligning with our main
 200 expectations, military cadets' EI showed positive correlations with the rest of the variables (Table 1).
 201 Thus, greater EI was significantly associated with elevated teamwork communication competence,
 202 proactive personality, resilience, and job satisfaction.

203

204 **Table 1.** Means, standard deviations, and correlations for EI, communication competence, proactive
 205 personality, resilience and job satisfaction.

Variable	M	SD	1	2	3	4	5
1. Emotional Intelligence	5.49	0.63	-				
2. Communication	2.75	0.55	.45***	-			
3. Proactive Personality	5.46	0.66	.51***	.36***	-		
4. Resilience	3.96	0.53	.51***	.37***	.46***	-	
5. Job Satisfaction	4.85	1.20	.36***	.26***	.29***	.26***	-

206 Note: * $p < .05$; ** $p < .01$; *** $p < .001$

207

208

209 3.2. The Unique Contribution of EI to Job Satisfaction

210 To verify Hypotheses 1 and 2, we performed a multiple hierarchical regression analysis. In the
 211 first step of the regression equation, demographics (i.e., sex and age) were entered (method: enter).
 212 Proactive personality and resilience were included in the second step (method: enter). Finally, we
 213 incorporated EI in the third step (method: enter) to calculate its added value in explaining variance
 214 in job satisfaction and ascertain its unique predictive contribution to this criterion above and beyond
 215 demographics (i.e., gender and age), proactive personality, and resilience. The results of the
 216 regression analysis predicting cadet officers' job satisfaction are given in Table 2.

217

Table 2. Summary of the hierarchical regression analysis with job satisfaction as the criterion variable

<i>Predictor</i>	Job Satisfaction			
	β	C.I. (95%)	<i>p</i>	<i>R</i> ²
Step 1				.002
Sex	-.013	[-.604, .471]	.808	
Age	-.038	[-.052, .025]	.487	
Step 2				.101
Sex	-.009	[-.557, .469]	.866	
Age	-.035	[-.050, .025]	.510	
Proactive Personality	.205	[.160, .578]	.001	
Resilience	.163	[.106, .630]	.006	
Step 3				.153
Sex	.001	[-.496, .503]	.990	
Age	-.064	[-.060, .014]	.222	
Proactive Personality	.100	[-.039, .399]	.107	
Resilience	.071	[-.111, .430]	.246	
Emotional Intelligence	.286	[.306, .771]	<.001	

218 Neither gender nor age significantly contributed to the prediction of job satisfaction, with an
 219 amount of criterion variance explained of 0.02%, $F(2,343) = 0.309$, $p = 0.735$. Conversely, the model
 220 including proactive personality and resilience, which were added at the second step of the
 221 regression analysis, was significant, $F(4,343) = 9.523$, $p < 0.001$. As illustrated in Table 2, both
 222 proactive personality and resilience emerged as significant predictors of higher levels of job
 223 satisfaction. These personality-related factors explained an additional 10% of the variance in job
 224 satisfaction. The inclusion of EI in the third step of the regression equation accounted for incremental
 225 criterion variance (5.2%), and the regression model remained significant, $F(5,343) = 12.231$, $p < 0.001$.
 226 As Table 2 shows, the regression coefficient for EI was significantly positive, $t(343) = 4.564$, $p < 0.001$,
 227 indicating that military cadets' EI levels uniquely predicted greater job satisfaction even after
 228 controlling for demographics (i.e., gender and age) and personality variables (i.e., proactive
 229 personality and resilience). Hence, Hypotheses 1 and 2 are supported.

230

231 3.3. The Mediating Role of Teamwork Communication

232 We used Hayes' PROCESS macro for SPSS (Model 4 [46]) to test Hypothesis 3, namely to
 233 determine the potential indirect effect of EI on job satisfaction via the mediator variable (i.e.,
 234 communication). None of the covariate (age and gender) effects was significant (all $ps > 0.10$). The
 235 results indicated that military cadets with greater scores on EI showed higher communication
 236 competence ($b = 0.192$, $SE = 0.012$, $p < 0.001$), which in turn was related to increased job satisfaction (b
 237 $= 0.404$, $SE = 0.144$, $p = 0.005$). We calculated 95% bias-corrected confidence intervals (CIs) for the
 238 point estimate on the basis of 5,000 bootstrap samples. Taking into account Hayes' indications [46],
 239 the indirect effect is considered statistically significant ($p < .05$) when the 0 value is not included in its
 240 CI. Given that 0 is outside the CI (0.039 to 0.292) of the indirect effect of cadet officers' EI on job
 241 satisfaction via communication competence ($b = 0.156$) (Table 3), the results confirmed that
 242 communication competence mediated the EI–job satisfaction relationship; hence, military cadets' EI
 243 was indirectly linked to job satisfaction through its association with teamwork communication.
 244 After controlling for the effect of communication (i.e., mediator variable), the direct effect of EI on
 245 job satisfaction among cadet officers remained significant ($b = 0.500$, $SE = 0.123$, $p = 0.001$), thus
 246 indicating the existence of a partial mediation. Hence, Hypothesis 3 is supported.

Predictors	Outcome: Communication				Outcome: Job Satisfaction			
	Coeff.	SE	LLCI	ULCI	Coeff.	SE	LLCI	ULCI
Constant	0.712*	0.341	0.400	1.385	1.846**	0.760	0.348	3.345
Co: Sex	0.088	0.150	-2.061	0.383	0.219	0.331	-0.433	0.870
Co: Age	-0.004	0.009	0.650	-0.023	-0.327	0.021	-0.743	0.009
Me: Communi-cati on					0.404**	0.144	0.121	0.687
X: EI	0.387***	0.049	0.289	0.485	0.500***	0.123	0.258	0.742
R^2	0.21***				0.16***			
	<i>Indirect effect</i>		<i>Boot SE</i>		<i>Boot LLCI</i>		<i>Boot ULCI</i>	
	0.156		0.064		0.039		0.292	

Note: Unstandardized regression coefficients are reported. Bootstrap sample size: 5,000. LLCI= lower level of the 95% bootstrap percentile confidence interval; ULCI= upper level of the 95% bootstrap percentile confidence interval. The indirect effect is significant where the confidence intervals does not contain zero.

* $p < .05$ ** $p < .01$ *** $p < .001$

247 **Table 3.** Summary of mediation analysis.

248

249 4. Discussion

250 In the present study, we examined the predictive and incremental validity of EI on job
 251 satisfaction above and beyond the effects attributable to common demographic characteristics (i.e.,
 252 gender and age), proactive personality, and resilience in Spanish military cadets; furthermore, this is

253 also the first study to explore the mediating role of teamwork communication competence in the
254 relationship between EI and job satisfaction in the military context.

255 Our regression findings supported Hypotheses 1 and 2. In line with prior meta-analytic
256 research, EI has demonstrated its ability to predict some significant variance over levels of job
257 satisfaction [8]. Besides, strong predictors of job satisfaction such as proactive personality and
258 resilience have not been controlled for in previous research. Given the functional similarities among
259 EI, proactivity, and resilience in predicting positive attitudes at workplace, we were also interested
260 in verifying the contribution of EI to job satisfaction beyond the influence of cadet officers' other
261 traits characteristics. Our results showed that EI explained a significant proportion of variance in job
262 satisfaction above and beyond the effects of demographic variables, proactive personality, and
263 resilience. These findings provide a stringent test of the practical importance of EI as an explanatory
264 factor of job satisfaction in military organizations over theoretically and empirically robust
265 predictors. Moreover, in our study EI explained an additional 5% of the variance of levels of job
266 satisfaction. While the incremental effects of military cadets' EI on job satisfaction were not
267 excessively large, incremental values like these should be considered a reasonable contribution
268 when other variables are controlled [47,48]. In sum, independent of the influence of other
269 well-known dispositional traits and demographics variables, our set of results has indicated that EI
270 also plays a significant role in how cadet officers develop and maintain positive job attitudes,
271 suggesting that intervention programs focused on cultivating EI might have beneficial effects in the
272 development and maintenance of job satisfaction among military members [8, 49].

273 On the other hand, the mediation analysis also demonstrated a partial mediation effect of
274 teamwork communication competence in the relationship between EI and job satisfaction. Extending
275 past research on mediating mechanisms in the link between EI and job satisfaction [11], our study
276 found that emotionally intelligent cadet officers reported higher effective communication for
277 teamwork, which results in higher job satisfaction. Emotionally intelligent workers are thought to
278 show not only higher interpersonal skills but also greater levels of effective communication for
279 teamwork [50]. According to prior research [51,52], military cadets with higher EI might
280 communicate more effectively because they are able to perceive, understand, and implement
281 strategies to infer other people's intentions from their affective signs, use others' emotions as guides
282 for their behavior, or influence people's motivation and use of effective skills to maintain successful
283 relations that might result in greater job satisfaction. Military activity has been found to be
284 associated with an array of workplace stressors that could affect the development of job attitudes
285 [53]. EI is proposed as a psychological resource that might contribute to developing positive job
286 attitudes and behaviors and, specifically, job satisfaction [8]. According to our findings, one potential
287 mechanism by which military cadets' EI may help to explain higher job satisfaction is through using
288 and developing effective teamwork communication.

289 *4.1. Limitations and Future Directions*

290 Some limitations of our study are to be mentioned. First, our results are based on self-reported
291 data and we used a cross-sectional design. Therefore, this methodology makes it impossible to
292 determine the direction of association between variables. Further studies should include other
293 complementary data (e.g., interviews and situational judgment tests) and use longitudinal designs
294 that provide further insights to the causal relationships between EI, teamwork communication, and
295 positive attitudes among cadets officers. Although one strength of this study is the analysis of the
296 relationship of EI and job satisfaction in a non-commercial organization (i.e., Spanish General
297 Military Academy), one limitation is that the military academy is an officer training and education
298 context, and positive attitudes in this context might not be strongly related with their positions in
299 army units after graduation.

300 Despite these limitations, our study provides insights into how EI, teamwork communication,
301 and positive attitudes in military organizations are connected, and how the relationship between EI
302 and job satisfaction is independent of other well-known dispositional factors. These findings might
303 help to design future intervention programs aimed at increasing EI and teamwork communication
304 skills among future career officers. EI is a psychological construct that might be predictive of several
305 positive functioning outcomes and might foster adaptive (and mitigate maladaptive) personal and
306 organizational outcomes for active duty members and their families [54,55]. In military operations,
307 the success of missions frequently depends on the capacity of military leaders to understand and
308 manage the emotions of the team and on the effective team communication among members in
309 challenging and dangerous environments [56]. Current conflicts involving non-state actors require
310 military leaders to be adaptive to shifting roles where EI favors interpersonal relationships,
311 regulating stress, and focusing attention to optimize decision making [57]. Further academic
312 programs of cadet leadership instruction should focus on developing EI and enable participants to
313 acquire skills and tools to promote effective team interaction strategies for smooth communication
314 and positive interpersonal relationships. The development of these abilities might help officers to
315 effectively work with others in groups and teams. Military institutions could benefit from
316 implementing programs to facilitate and foster emotional abilities and effective teamwork
317 communication to promote both personal and job attitudes [58].

318 5. Conclusions

319 In conclusion, the setting for cadet officers typically involves collaborative and interdisciplinary
320 teamwork tasks. However, working collaboratively requires several personal skills to allow different
321 military academy cadets to effectively synchronize, work together cooperatively to solve conflict
322 problems, and contribute as members of inter-professional teams to provide successful performance
323 outcomes and experience higher positive attitudes in their daily military tasks. Increasing their
324 abilities to understand and to manage their emotions may positively impact teamwork
325 communication and, therefore, positively affect job attitudes. Extending previous findings on
326 incremental validity of EI and underlying mechanisms between EI and job attitudes [8], our current
327 findings provide empirical support of (a) the incremental role of EI in job satisfaction beyond further
328 dispositional factors and (b) the mediating role of teamwork communication in the EI–job
329 satisfaction association in the military context. In short, teamwork communication skills appear to be
330 a partial mediator in the association between emotional skills and job satisfaction in Spanish cadet
331 officers. Therefore, team communication skills and emotional abilities may represent promising
332 targets for academic training programs aimed at increasing job satisfaction among military cadets. If
333 our findings are replicated, then these emotional and teamwork skills might become an integral part
334 of a training module for the development of strategies for improving positive attitudes at work for
335 future career officers.

336

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343

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