

LEADERSHIP AND EMOTIONAL INTELLIGENCE

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Abstract

The paper addresses aspects related to the importance of leadership based on emotional intelligence, stressing the relationship between emotion, leader, organizational culture and performance. Throughout the paper, it has been shown that the basic role of emotion in management is to create and generate positive resonance within the organization, allowing people to develop. The fields of emotional intelligence are also presented from the perspective of Goleman's model - self-awareness, self-management, social awareness, relationship management and adjacent managerial skills, in order to highlight the interconnection between these domains and their dynamic relationship. Under the conditions of complex and profound changes in the operation of organizations and lives of people, inspirational leadership is required consisting of adequate management of collective emotions that will lead to increasing the organization's abilities to cope with successful change. A model has of collective emotions management has also been developed that aims to put into practice "routines of emotional change" thus developing the emotional capabilities of the organization for change.

Keywords: emotional intelligence, leadership, organizational culture, responsibility

Clasificare JEL : M14, M15

1. Introduction and context of the study

One of the most important factors in creating an organizational climate that contributes to the development of the employees and stimulates them to contribute fully to the achievement of the organization's objectives, is the presence of emotionally intelligent leaders. The activity of a leader, whether he is in the position of manager or not, can be defined as the process of influencing and motivating others in the direction of achieving common goals. The leader's role has a strong emotional component. Hence the importance of emotional competences for the leader.

There is an extremely rich and diverse literature on the "leader", but in the following, reference is made only to a few ideas generated by Goleman in 2002, who highlighted the importance of emotional competences in the behavior of a leader [1]

The emotionally intelligent leader is composed of a "reservoir" of positive emotions that stimulate the availability of employees to increase performance. Emotional intelligence strengthens the leader's ability to inspire, enthuse, arouse passions, keep people motivated. This is the "resonant" leader, compared and contrasted to "toxic" leaders, which generate negative emotions with toxic effects on the workplace climate, the group's and the organization's performance.. It is thus clear that the leader's behavior depends on his own emotional state.

The key to the functioning of leadership based on emotional intelligence for the benefit of all, lies in the management's use of skills related to emotional intelligence: the way leaders relate to their own person and their relationships. Leaders who maximally exploit the benefits of their leadership through emotional intelligence, are expected to channel the emotions of people in the right direction.

2. The emotional responsibility of the leader

Emotional intelligence is, amongst other things, the ability to raise awareness, express and control one's emotions and to use them judiciously in any human interaction, especially in

interpersonal relationships, that is, in the communication process. It is interesting to refer to what Heinrich Pestalozzi, a social reformer and Swiss educator, known as the father of modern education, stated long before emotional intelligence was recognized as one of the most important human intelligences: "If you do not have, in the eyes of a young man, an emotional arousal and an inclination to guide and guard his destiny, if you cannot dress in an emotional, generous warmth, the relations and the dialogue with a young man, you have nothing to do teacher.". This is especially relevant to teachers and educators.

Emotional intelligence has also been described by Salovey and Mayer 1990 [5]. They defined it as "the ability to monitor one's own and others' feelings and emotions, to discriminate between them and to use this information to guide thinking and actions." They also provided an initial empirical demonstration of how an aspect of emotional intelligence could be measured as a mental capacity [5]. Emotional intelligence, according to Salovey and Mayer, has been presented as a way of conceptualizing the relationship between knowledge and affection.

It is already accepted that emotional intelligence manifests itself, in the case of managing managers and leading managers, through skills of self-awareness and self-control of emotions, as well as social skills. Being a leader is primarily about motivation, empathy and about inspiring and enthusing others through the ability to communicate emotionally. No one will be motivated, inspired, excited and even loyal to the manager if he is not capable of emotional connection.

The emotional responsibility of the leader is fundamental. [2]. Throughout history, in every culture, the leader of each group has always been the one in which others sought safety and clarity and thus becoming the emotional leadership of the group. In modern organizations, the primary responsibility –often noticeably invisible - involves channeling collective emotions in a positive direction and removing the impacts of toxic emotions. When leaders channel emotions in a positive direction, getting the best from people, we talk about the resonance phenomenon.

Emotional intelligence is a basic component of the communication process. The literature shows that the topic of the communication process in the leadership-change relationship has been approached in several scientific papers. The paper [4] presents the importance of the process of communicating the messages of a leader in a positive and efficient way, so as to encourage the change. This paper also highlights the main characteristics of a leader in a higher education unit, including those who give them the opportunity to make a proper communication.

3. Areas of emotional intelligence and adjective skills

It is acknowledged that emotionally intelligent leaders, who create resonance, are the most capable in mastering the art of leadership based on emotional intelligence.

Goleman's model is a model that has undergone several reformulations from 1995 to the present and links emotional intelligence with adjacent managerial skills. The latest version of the model presented in Harvard Business Magazine from February 2017 is as follows:

SELF AWARENESS	SELF MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
<ul style="list-style-type: none"> •Emotional self awareness; 	<ul style="list-style-type: none"> •Emotional self control; •Adaptability; •Achievement orientation; •Positive outlook 	<ul style="list-style-type: none"> •Empathy; •Organizational awareness; 	<ul style="list-style-type: none"> •Influence; •Coach and mentor; •Conflict management; •Teamwork; •Inspirational management;

Figure 1- the model of emotional intelligence and competences

Source: : adaptation after [2]

The domains presented in Figure 1, are obviously deeply interconnected, with a dynamic relationship between them. For example, a leader cannot control his emotions if he is not aware of them. If his emotions are out of control, then his ability to manage relationships also suffers. Therefore, self-knowledge facilitates both empathy and self-control, and these two combined, allow for a good relationship management. Leadership based on emotional intelligence is built from a self-awareness base.

These dynamic relationships between the four domains of emotional intelligence have not only theoretical but also practical importance. They represent the basic ingredients of leadership based on emotional intelligence - resonance.

4. Change and culture in intelligent organizations

The unprecedented digital transformation of the global economy and society will increase the complexity of the modern world, increasing the speed of change, largely due to increased connectivity. That is why the need for leadership at the level of each organization is evident in the current and future context, in order to create that resonance, necessary for sustainable development.

In any organization there will naturally be areas of resonance and areas of dissonance. The general relationship between resonance and dissonance determines the emotional climate of the organization, its culture and directly influences its performance. The secret of turning this report in the right direction lies in cultivating a team of leaders spread throughout the organization, to create groups with emotional intelligence.

When we talk about forming resonant leaders, we talk about accessing and changing the emotional reality of the organization itself, of the culture, as well as of the ceaseless behaviors.

Any change is accompanied by emotions, feelings, disturbed communication, distorted, possibly against a background of crisis. The existence of these issues needs to be made aware, evaluated and addressed. Emotions can play a beneficial role, supporting adaptation to the new, or disruptive, resistance to change and confusion, and returning to the old state.

Proper management of collective emotions, says Quy Nguyen Huy (2012) [3], can increase the organization's ability to cope with change successfully. It proposes the implementation of "routines of emotional change" that develop the emotional capabilities of the organization for change. Routines respond to critical issues related to the emotional climate and include the following actions:

- Stimulating the receptivity of the employees;
- Mobilizing the energies of the employees;
- Developing the creativity of the employees;
- Generating employee loyalty.

The routines aim to accommodate the employees by giving up what "was", with the anxiety of identifying adaptation paths, learning new skills and, finally, harmonizing the personal goals of the employees with those of the already changed organization. The existence of a climate of trust, of authenticity, facilitates the communication processes necessary for the adoption of new habits.

Routines are made up of groups of emotions management actions, as follows:

- ✓ Actions to express empathy, in order to stimulate employees' receptivity to change;
- ✓ Actions to build hope, in order to mobilize the employees aimed at change in the direction of supporting change;
- ✓ Actions to create an enthusiastic environment, comfortable, pleasant, to support the

development of the creativity of the employees who must adopt new "rules of the game";

- ✓ Actions to develop the attachment, in order to stimulate the loyalty of the employees in order to avoid disrupting the activity through a large fluctuation of the personnel.

The four routines focus the efforts of leaders during the stages of change, and the success of these approaches is based on their emotional competencies.

Routines accompany the different phases of manifestation of collective emotions that take place during the change, in a certain sequence and with specific intensities. The phases of manifestation of collective emotions are, from the point of view of the stage in which the change is: the end phase of what is old (of what "was"); the neutral phase; the phase of new beginnings; phase of stabilization of change, according to figure no.2:

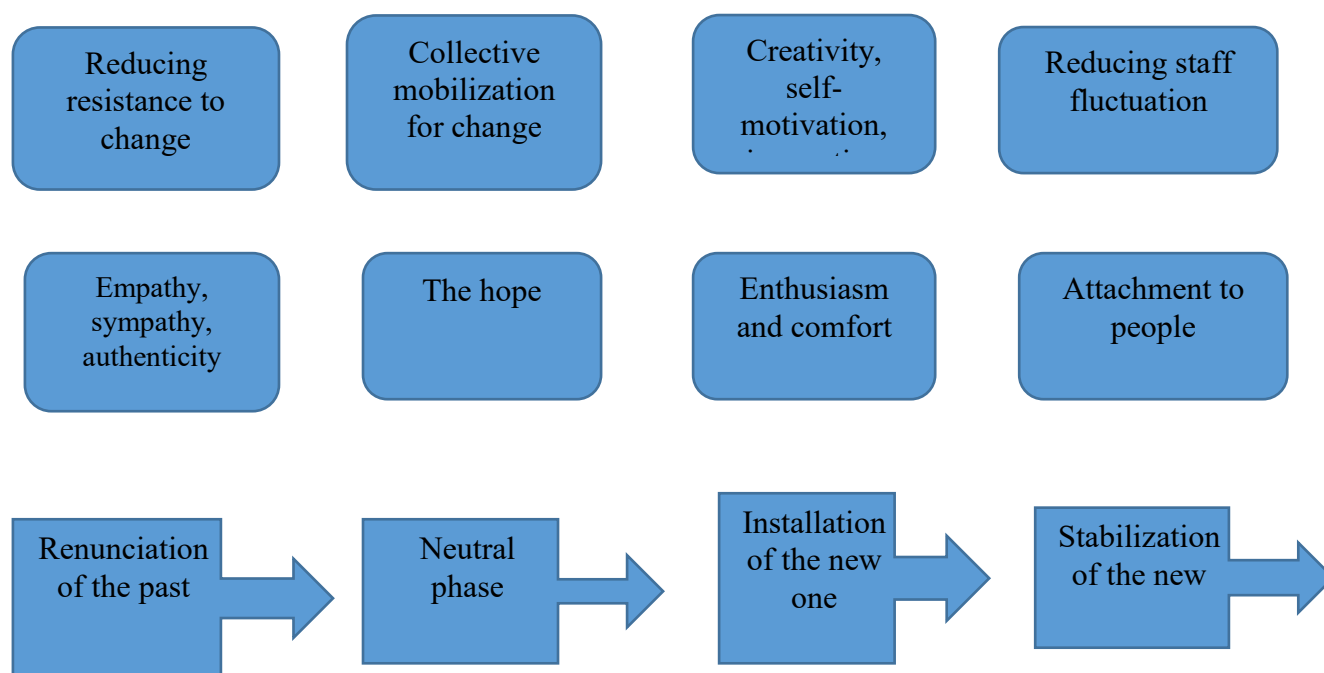


Figure.no.2 Phases of manifestation of emotions

Source: adaptation after [1]

Actions designed to determine comfort, the pleasure of working in new conditions, are important in the phase of adaptation to the new situation and even afterwards, in the phase of stabilizing change.

In the phase of stabilizing change, the actions aimed at stimulating employees' attachment to the organization in its new form become very important, so that they, energized and creative, remain in the organization.

Good practices recommend that leaders carry out the routines in the sequence shown in the diagram above to reduce employees' fears and anxiety and gradually stimulate pleasant, positive emotions that facilitate collective action, organizational learning, creativity and loyalty to the organization.

The best programs for developing leadership skills deal with culture, skills and even spirit. They respect the principles of self-imposed change and use a multilateral approach to the learning and development process that focuses on the individual, the team and the organization. Excellent processes include the following:

- A bridge to culture - and sometimes to cultural change - from an organization;
- Relevant knowledge about emotional intelligence skills;

- Creative and powerful learning experiences that have a certain purpose;
- Relationships that favor learning, such as those in a team.

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Good practices recommend that leaders carry out the routines in the sequence shown in the diagram above to reduce employees' fears and anxiety and gradually stimulate pleasant, positive emotions that facilitate collective action, organizational learning, creativity and loyalty to the organization. In the most successful processes, people learn how to learn and pursue in a new and sustained way the achievement of the goals they have designed with others. The path to achieving the proposed objectives is based on values, beliefs, behaviors, hopes and important is that the development process leaves its mark on the people, the culture and the systems that support change, progress and effective norms.

The development of management skills based on emotional intelligence is a vital strategic priority and is influenced by the organizational culture. Changing deeply rooted habits and organizational culture throughout the organization seems to be a very difficult task, sometimes almost impossible, and some leadership skills may be at odds with the cultural specificity.

In other words, we cannot ignore culture and it cannot be changed by one leader at a time. That is why in developing emotional competences we have to consider the following aspects, which are not usually taken into account in leader training programs:

- The real state of the organization is ignored, assuming that if people learn what to do and how to behave, the procedures and culture will automatically support them in the process of change;
- We try to change only people, ignoring the norms of the group in which they operate daily and the general culture in which they operate;
- The process of change starts from a different place than it should within the organization. The development of leadership skills that change people and organizations must start from the top and be a strategic priority;
- It does not elaborate a language of leadership - words full of meaning, which captures the spirit of leadership, symbolizing the ideas, ideals and methods of leadership in the field of emotional intelligence.

A leader, in the development of management skills based on the emotional intelligence of the people in the organization, goes through the following steps, according to figure no. 3:

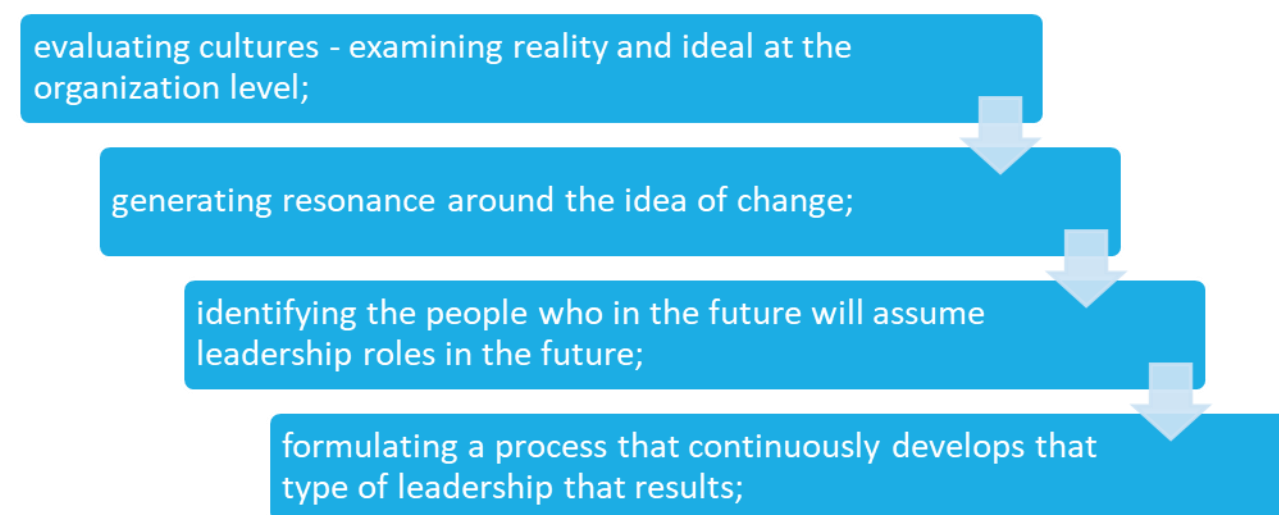


Figure no. 3 :Steps in training leaders to generate change

Source: : adaptation after [2]

In the final stage, the process includes helping the leaders of the organization to discover their own desires and ideals, examining their strengths and weaknesses and using their daily work as a learning laboratory.

The best initiatives to develop leadership skills are based on the understanding that genuine change takes place by virtue of a multilateral process, which affects the three essential levels of the organization: the individuals in the organization, the teams in which they work and the culture of the organization. Based on the principles of mature learning and individual change, these processes lead people on an intellectual and emotional journey - from the confrontation of reality to the realization of the ideal.

Substantial processes for developing leadership skills focus on active, participatory intervention: active learning and counseling, where people use what they have learned to diagnose and solve real problems in their organizations. They are based on experimental learning and simulations with the team, in which people engage in precise activities that they can use to examine their own behaviors, but also to examine the behaviors of others. It is necessary to rediscover the passion for work, for strategy and for vision, so that the heart and the mind must be involved together in the search for a meaningful future.

What leaders need to do is find a way to engage managers emotionally, in their relationships and with their vision, and then make sure they start acting on the vision. People change when they are emotionally involved and determined

Leadership training does not only involve the people themselves. This depends on the organizational culture and methods, which channel and influence the behavior of the people, the groups and teams they spend their time with, the current state of the organization and the external challenges they face. The development of leadership skills in order to address all these levels creates more resonance in the organization. [6]

Resonant leaders know when to collaborate and when to be visionary, when to listen, and when to dominate. Such leaders have the ability to articulate a mission that resonates with the values of those who naturally lead and maintain relationships, bring to the surface latent issues and create the human synergy of a harmonious group. They arouse strong loyalty, caring for the careers of those who work for them and inspiring people to do their best when the mission is about shared values.

A leader with emotional intelligence does these things at the right time, in a proper manner and working with the right people. Such leadership creates an atmosphere of enthusiasm and flexibility, in which people feel invited to innovate and give their best. And such a working climate, given the present realities of the business, gives added value due to the human ingredients essential for organizational performance.

These leaders are more driven by values, they are more flexible and colloquial, more open and honest than the leaders of the past. They are closer to people and networks. But most importantly, they emanate resonance. I feel a genuine passion for their mission, and their passion is contagious. Their enthusiasm and fervor spread spontaneously, invigorating those they lead. And resonance is the key to leadership based on emotional intelligence.

5. Conclusions

- Emotions are the foundation of true leaders.
- The best leaders differ from others in that they understand the important role that emotions play in the workplace - not only in terms of tangible aspects, such as the better results and performances of the organization and the preservation of values, but also in relation to extremely important intangible elements such as high morale, motivation and devotion.
- A leader who develops his inspirational leadership skills can better and successfully manage changes in the organization.

- A leader with this force can articulate a vision or mission that emotionally resonates with both himself and those he leads, which is a key ingredient in shaping the essential motivation to move in a new direction.
- It is not surprising that the strong association between emotional intelligence, leadership, organizational culture, change management and visionary leadership, has created an increased interest in academia, with significant contributions found in the relevant literature.

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