

## THE MEANING OF EMOTIONAL INTELLIGENCE IN LEADERSHIP

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### Abstract

*The article is based on research for the needs of the doctoral dissertation of Nikolaos Pavlidis under the mentorship of his supervisor, Assoc. Professor Albena Taneva. The central question is about the prerequisites and preparation for a relationship between the manager and the other participants in a leadership manner. They are traced in the connection of emotional intelligence with the overall construction of a leadership process. Findings highlight the instrumental importance of emotional intelligence for leadership.*

**Key words:** *Leadership, emotional intelligence, leadership process.*

Emotional intelligence is a concept that is gaining more and more popularity and use. Clearly, there is something in the social and scientific environment that provokes a growing interest. We will consider emotional intelligence as instrumental to leadership. In order to build a role in a leadership way, certain prerequisites are necessary. Typically, leadership theory reflects on qualities of the personality of the leader. This issue has its own segment in leadership theories (Taneva, 2020).

Leadership is based on a variety of qualities of each individual. The question is not in what is the set of individual characteristics, but in the ability to activate them in the desired way. Emotional intelligence refers precisely to this – to the skill and understanding of this potential by everyone – how to present themselves in the relevant role in the desired way. This is one of the instruments for leadership achievement.

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It can be said that the main connection between the understanding of leadership and that of emotional intelligence is in the ability to actively include personal approach in relation to the desired result. In leadership, this involves actively making sense of the characteristics of the elements involved, namely: who the others are; who the addressees of the messages are; what is the topic in relation to which an individual enters into communication with others; what are the features of the environment and its specific characteristics. On the basis of all this, the concrete relations with the participants for the achievement of the common goal are constructed. The ability to do this and the very awareness that it matters is directly related to issues of emotional intelligence. In everyday language, this can be called insight or awareness.

In the literature devoted to leadership, a generalized model of leadership approach is often used regardless of the field of activity. If this refers to the methodology of the approach, then this is valid. However, if it is about the specifics of the field of activity, then in such a case a number of components in the leader's approach must be specified. Just as leadership in the corporate world differs from what is assumed in a political role, making sense of these nuances is the subject of emotional intelligence. A successful company manager may not turn out to be a successful minister of the economy. Of course, success in one role is a prerequisite for a positive expectation to tackle a new role. The implementation of the new role, however, implies compliance with the profile of the sector. The literal transfer of good practice profiles from one area to another is often an obstacle to achieving results. It is a misleading impression that a successful actor in a business organization can in the same way transfer his potential and with the same approach have a successful result in another sphere - for example, in a public organization or in the political environment. This means that the training of leadership skills for managers in these different spheres of activity must include an understanding of the specifics of the environment.

Very often, emotional intelligence is linked or confused with competence and with the type of education and with professional competence. This is clear in the cases of candidates for political positions who are liked and promoted only because of their successful business or because of their educational profile or university rank. The fallacy of such an expectation is that an acquired competence or qualification will be sufficient to achieve a result in a leading political position. Lack of specific management experience, for example, can be a problem in handling the new type of responsibilities of the role.

This is the case with the political experience in Bulgaria from the period 2020-2022 and the stated demands for change. In such a situation, empowering individuals on the basis of perceived competence and expecting results on that basis can lead to disappointment if the stated goals and desired results are not achieved. This can be linked to emotional intelligence deficits of various participants. In other words, it is the inability to critically assess what the deficits are in relation to the new position taken and the lack of arguments for high expectations towards achieving a result.

## CONCEPTUAL CLARIFICATIONS, DEFINITIONS AND THEORETICAL MODELS OF EMOTIONAL INTELLIGENCE

In recent years, more and more researchers and companies are turning their attention to emotional intelligence. This is due to a number of studies, which show that for the professional, social and personal reputation of an individual, his intelligence doesn't play such an important role, as previously believed, but the developed or not, emotional intelligence he has.

Many consider that the concept of emotional intelligence (EQ) and consequently mental intelligence (IQ), are fields of study relatively recently without much historical background. But this view is wrong. This is because the search for answers to the above questions is quite old. More specifically, since the 1950s, we have seen a shift in the scientific and business worlds in terms of mental intelligence. More specifically, over time, there were many who stopped considering mental intelligence as the ultimate tool for measuring human intelligence. Thus, other human abilities were sought, which act as a catalyst in achieving success. Therefore, personality traits such as the emotional world, general social behavior, etc. acquired great importance. The first academic reference to emotional intelligence was made in 1971 in a McClelland study, which found that a set of skills, including self-discipline, empathy and initiative, made the most successful employees stand out from those who simply went well based on expected performance levels. The purpose of all these was to clarify their relationship with the performance of the individual in various areas of life and action (Ferres, Connell, 2004). With emotional intelligence, the emotion of general intelligence is questioned as a rigid mathematical-logical capacity and in place, a more wide visa is proposed, which is related to the processing, evaluation and use of emotional information and emerges concepts such as empathy and leadership.

By studying relevant surveys on emotional intelligence becomes clear that there is no commonly accepted definition, as is the case with cognitive intelligence. Emotional intelligence was introduced to the scientific community in 1990 by Mayer and Salovey with the characteristics of a kind of intelligence that combines emotional texture information processing skills. Later, in 1993 an article was published in the *Intelligence* magazine in which for the first time there was a reason for a sub-kind of intelligence that concerns emotions. But the term received the publication of Daniel Goleman's book (1995) entitled "*Emotional Intelligence. Why it can matter more than IQ*" and the performance of *Times* magazine (Gibbs, 1995). Undoubtedly, this is a scope targeting those who are currently pursuing the development of their staff performance. This point was considered the starting point for a series of numerous publications and investigations that followed (Kihlstrom, Cantor, 2000) and led to the appearance of emotional intelligence, refresh the interest in the relationship between emotions and knowledge (Mayer, Roberts, Barsade, 2008; Oatley, 2004).

The term EI is often controversy in the sense of general intelligence of psychology that stigmatically stains a person's academic and professional success (Ree, Earles, 1992). The opposite is a group of researchers (Bar-On, 1997; Cooper, Sawaf, 1997; Goleman, 1995;

Mayer, Salovey, 1990) who claim that general intelligence is inadequate to deal with specific aspects of human action, such as professional success, social skills and audit of emotions (Hunter, Hunter, 1984; Sternberg, Lubart, 1996).

According to Spielberger (2004) three Models of EI have prevailed:

- a) The Mayer and Salovey (1997) model in which the EI is defined as the ability to perceive, capacity and control of emotions to facilitate mental function.
- b) The Goleman (1995) model in which emotional intelligence is defined as a series of abilities and actions that guide an effective behavior.
- c) The Bar-on model (1997) in which the EI is defined as a coupling of social and emotional skills with the abilities responsible for smart behavior.

Mayer and Salovey argue that the EI is the key to understanding, evaluating, adjusting and creating emotions that facilitate cognitive functions. Man with SN can regulate his feelings both in relation to himself and to others. The requirement to activate the cognitive system requires the guidance of human actions, which plays a drastic role in emotional regulation. In their model, EI is distinguished in 4 sectors (Mayer, Salovey, Caruso, 2002):

1. Recognition and expression of emotions.
2. Emotional management.
3. Assimilation of emotions to thinking and emotional approach to thinking.
4. Understanding and analysis of emotions.

Goleman (1995) defines EI, as an ability which has a person to recognize, to understand, to process and to use emotional information, i.e. information concerning himself and other people in such a way as to achieve a better performance. In his model keywords are self-control, zeal, persistence, in other words the self-motivation.

In the view of Goleman (1998), the concept of emotional intelligence coincides with the payment of physical and mental effort aimed at implementing a desired goal. It is clear that the personality features that have to do with temperamental, resistance to hardship and failures, as well as the patience demonstrating the individual (Cairney, Faught, Wade, Corna, Flouris, 2005).

Goleman (1998), after surveys, found that there are specific areas of emotional intelligence that are related to emotional understanding and evaluation of emotions, not one of the person's own but other people who are his social surroundings. More specifically, we could say that this view refers to the understanding of the actions and way of thinking about other people. With a direct result of the above, the person acting in this way becomes capable of managing his feelings better, restrict his negative impulses, as well as interacting his relationships with his environment smoothly avoiding conflicts, demonstrating patience but also calm persistence in achieving the target he has set. Finally, a very important factor, Goleman considers the self-awareness, with which the person can interpret and understand his mental world in an objective manner.

Bar-on (2000; 2006) is one of the most important researchers of emotional intelligence, as he pays more attention in the field of emotions and of course, to the social dimension of

emotional intelligence. In his model the EI and the Social Intelligence are correlated. He defines social emotional intelligence as a meeting area of emotional and social skills responsible for a better understanding of our own inner world, about the quality of our social relations and our response to our daily obligations. His study is made up of a plurality of non-cognitive abilities, which have their origin from the same concept of emotional intelligence. In his perception, emotional intelligence is largely responsible for how people manage any problems and stressful circumstances. More specifically, Bar-On summarizes useful, in his opinion, skills, which man is good to have, in five. So we have the following categories:

- ✓ Capacities involving the inner world of the individual, as well as properties that have to do with the understanding of his emotions, self-esteem, tendency to raise and achieve goals and finally, the need of a person to be able to be freely expressed without restrictions.
- ✓ The possibilities that the person has to enter into interpersonal relationships, as well as being moral and consistent in his colleagues with other people.
- ✓ The adaptability available to the individual, as well as his or her ability to resolve conflicts with partners, friends and family members.
- ✓ Self-sufficiency and the reigning of oneself, so as not to be seduced by strong emotions.
- ✓ The positive treatment of life and difficulties that it entails (Platsidou, 2004).

In Bar-On's view, emotional intelligence has great room for improvement with the help of special educational techniques and methods. In addition, Bar-On (2006) is the first of the researchers of emotional intelligence to create a scientifically documented method of calculating it. He was also a pioneer in the discovery of the term Emotional Quotient (EQ) of General Intelligence. In their study, Salovey and Sluyter (1997) entitled "*Emotional Development and Emotional Intelligence*" attempted to define the concept of emotional intelligence, in terms of the individual's ability to judge and evaluate the situations around him, as well as to express his emotions, in such a way as to help the person to promote his mental development.

Cooper (1997) argued that emotional intelligence isn't only related to a person's personality, but also to the general environment of his life. He considered that emotional intelligence has five dimensions that have specific characteristics and abilities such as the ordinary environment, which as a component has the satisfaction of the individual from his environment. Next is the emotional awareness, not only of the feelings of others but also of our own. Next is competitiveness, where individuals want to constantly set goals and achieve them. It is also the attitudes and values of individuals, which determine the degree to which a person is dynamic, complete as a personality and what he expects from his life. The last category is the state of health, but also the quality of life of a person, which significantly determine the areas of his personal and professional life (Platsidou, 2004).

In contrast to the above theory, another view was expressed by Mayer and Cobb (2000), which also deals with the ability of individuals to perceive any emotional information in the environment, with the main tools being the perceptual ability, the memorizing, understanding and finally curbing their personal feelings.

Cooper and Orioli (2005) consider emotional intelligence as a capacity that people feel, understand, and finally make use of a positive result for them, the power of human emotions. It goes without saying that, over the years, many definitions dependent on the theoretical placement of each researcher have emerged, by the fact that this researcher intensifies his or her theory to the model of skills or the mixed model for the EI and the way each scientist defines the relationship to Social Intelligence.

Zeidner, Shani-Zinovich, Matthews and Roberts (2005) consider that EI should meet the following criteria to consolidate as a scientific sector:

1. There should be a conceptual agreement between the experts.
2. Like any psychometric test, EI measurement tests should be checked for their validity and reliability.
3. The Model of EI should be innovative and original.
4. There should be a practical correlation, i.e. can be applied to the educational and work environment and in the field of clinical psychology.

Bar-on handles uniformity with EI and Social Intelligence, while Mayer and Salovey consider the EI as a department of SI. In addition, there are different views on the part of the personality system to be installed. In the above models there appear to be contradictions, variations and overlaps. This led the theorists to speak for two wider categorizations of the EI models. The EI models are distinguished in Ability/Skill Models and Mixed Models, depending on whether the conceptual limits of the EI are narrow or more flexible and open (Levitats, Vigoda-Gadot, 2017; Vigoda-Gadot, Meisler, 2010).

In the Mixed Ability/Skill Model, EI is defined as a concept that is structured by the presence and individual features that contribute to the composition of personality and the ability of a man to adapt and successfully meet the circumstances with which he is confronted. . It is therefore clear that the definition of EI contains elements both from the field of personality and from the field of social (Thorndike, 1920) and personal (Gardner, Fischer, Hunt, 2009) intelligence.

In addition, the tests of a mixed model resemble personality measurement tests and therefore have been criticized, as it is argued that an overlap between the measurement areas of these instruments are observed.

However, the mixed model EI as it has a more holistic approach, it is appropriate for practical application and can be used to predict a person's social and work course. On the other hand, Bond and Donaldson-Feilder (2004) emphasize that multiple abilities that a mixed model encompasses, don't correspond to specific mental functions, which makes it difficult to transfer EI to scientific theory and to study it accurately.

## **PERSONALITY CHARACTERISTICS WITH EMOTIONAL INTELLIGENCE**

When we refer to emotional intelligence as a general characteristic of personality, we refer to a complex of emotions, social skills and personal characteristics, which play a key role in the management of situations arising from the social environment. The complex of these properties is summarized in the following data (Bar-On, 1997):

- ✓ The individual, inner abilities that a person has and enable him to know and judge his feelings and even to be immersed in them.
- ✓ The skills that a person has on an interpersonal level that enables him to share the feelings of others and to enter into personal relationships.
- ✓ The ability of the “chameleon”, i.e. the one who has to adapt quickly and effectively to any environment, to manage immediately and successfully the new data and to turn any negative feelings of others about his person, into positive feelings for him .
- ✓ The ability of a person to cope with stressful situations, reduce stress levels and balance situations by positively affecting those around him. In addition, it has the ability to prevent the onset of stressful situations or to quickly restore calm.
- ✓ The methods of activity and the general factors that affect the psychology, concern the degree to which a person is optimistic about life in general and the people around him. Also, the degree can be added to which he feels happy with himself and this happiness is expressed in a positive way in the people around him.

Nowadays, there is a growing interest in the advancement of research on emotional intelligence. This is due to the tendency of people to perceive emotional intelligence as responsible for determining the human intelligence and personality that each person has. At the same time, there is a lively interest in whether and to what extent, emotional intelligence affects the successful course of man, on a professional, personal and educational level (Tsaousis, Nikolaou, 2005).

According to scholars such as Dulewicz and Higgs (2001), emotional intelligence and, consequently, the results of research to date have been studied by disciplines such as psychology and business administration. In addition, its application in sectors such as companies and organizations is gaining more and more ground. In recent years, researchers have also drawn attention to the fact that emotional intelligence can help companies see in their employees personality traits, such as being able to lead a team, the ability to set goals and achieve them, as well as the team spirit that distinguishes an employee.

Researches have shown that people with a high level of emotional intelligence are able to achieve their goals to a greater extent, work more efficiently, driven by teamwork, resulting in a spirit of cooperation, as well as the ability of these individuals adapt rapidly to changes in their environment (Vakola, Tsaousis, Nikolaou, 2004).

Based on the above, we realize that people with high emotional intelligence (Terrell, Hughes, 2008; Wong, Law, 2002) have the following characteristics as personalities:

- ✓ They can anticipate both the dangers that lurk and the opportunities that are often indistinguishable, yet curb their emotions, guided by logic, trying to interpret and understand the messages of the environment.
- ✓ They have an impartial judgment, as they are not affected by superstitions, which sometimes occupy society.
- ✓ They have the ability to unite and reconcile, if necessary, the people around them, as they do not behave negatively towards their subordinates, whom they praise for their effort.

- ✓ Finally, they are possessed by noble feelings, such as sincerity in intentions, support, but also animation of their subordinates.

There are many who think that emotions in the workplace are useless. Proponents of such views are unaware that the employee who participates in the production process with the work he performs, has his own personality and needs. At this point, it is good not to forget to mention the fact that in Greece, the concept of emotional intelligence doesn't have the acceptance it deserves from the executives of companies or organizations. In contrast, in countries mainly in Western Europe or America, companies use the principles of emotional intelligence in achieving their goals, considering it a great tool.

Furthermore, in the characteristics that govern emotional intelligence, we can emphasize that, in theory, men and women have the same levels of emotional intelligence, with differences in its individual characteristics. More specifically, we see that men have a greater degree of self-confidence and optimism, while they are more resilient to situations of intense stress. On the other hand, women seem to understand their emotional world better and show more insight (Fatt, Howe, 2003).

### **CONNECTION OF EMOTIONAL INTELLIGENCE AND LEADERSHIP**

Work isn't just an abstract concept, it isn't just a place, it isn't just people but it is all interwoven harmoniously and above all it is the network of overt and latent relationships that take place throughout its process. The different times of the various types of communication developed within this relationship network don't negate that they are responsible for forming a variety of emotions and for their quality in the workplace. Thus, through our daily contacts either with our colleagues or our subordinates, the so-called "emotional climate or environment" is formed (Ashkanasy, Daus, 2002). Sometimes it works prohibited and encourages workers in further action and sometimes dissuasive and removes them from the payment of any improvement movement. Over the past 20 years there has been a strong research interest in finding the degree of correlation between EI and leadership, but that is not always the expected one (Drenos, 2018).

The EI makes its appearance when executives of companies/organizations begin to perceive their leadership differently from what was seen as a norm of leadership in the context of a rigid authoritarian administration. When emotion, collaboration, teamwork, peaceful disposition in an organization take precedence over cold logic, competitiveness, individuality and intolerant climate, when leaders address the sentiment of their employees, (Goleman, Boyatzis, McKee, 2002), then we can discuss the foundation of meaningful leadership.

Coetzee and Schaap (2005) argue emotional abilities are by no means a brake on evolution but instead lead to increased productivity and job satisfaction. George (2000) also positively associates the EI with effective leadership and cites five points that determine a leader's behavior and lead to the correlation between EI and successful leadership:

1. The promotion and defense of collective objectives and objectives.
2. The development of appreciation on his face and the creation of the belief that for the leader his employees are unique and irreplaceable.



3. The creation of a confidential climate imbued with optimism, collegiality, enthusiasm and self-confidence.
4. The support for flexibility and innovative action.
5. The stability of “identity” in the organization.

According to Ryback (1998) in his book *“Putting Emotional Intelligence to Work: Successful Leadership is More Than IQ”*, an emotionally intelligent leader, in particular, exhibits 10 key behaviors that set him apart from his less emotionally intelligent colleagues:

1. He isn’t judgmental and irony. His remarks are well-intentioned and constructive.
2. He has empathy and shares the concerns of others. In fact, he brings examples from his experience to help his colleagues better understand themselves.
3. He isn’t ill-intentioned. He has honesty and candor. He is not trying to frame his subordinates and his objectives are clearly stated.
4. Whenever his subordinates need him, he’s present. He takes responsibility for his own things and doesn’t try to pin the blame on others when something doesn’t materialize. He applies transparency and doesn’t conspire against others. Honesty is an eminently well-known thing. The decisions he takes are not unilateral but have been taken on the basis of the opportunities he has given to all those directly involved. They are the result of pluralism and that is why they are accepted.
5. He pays attention to both the tree and the forest. He doesn’t get caught up in the partial, but he doesn’t underestimate it either. He’s interested in the bigger picture, the surrounding atmosphere.
6. He tries to create a sense of a group identity and therefore doesn’t hesitate to share feelings with others in the workplace. In this way he gains the trust of his colleagues by giving the impression that he has a strong personality, which makes him respected by his colleagues. He contributes to the development of teamwork since his colleagues appreciate the fact that he shares something of himself with them.
7. He cares about his colleagues and supports them by making them understand that he relies on them and that they are of particular value to him.
8. He doesn’t overcome conflicts but always tries to resolve them by restoring the friendly and cooperative spirit in the business. He’s trying not to lose control, so he doesn’t underestimate the frictions and doesn’t want them to get uncontrollable.
9. He wants his employees to evolve and therefore encourages them to take initiatives and to dare innovative actions. He leaves room for his colleagues and welcomes their proposals that contribute to the development of the organization or company he leads.
10. He has a vision that zealously supports it. But that doesn’t mean he’s isolated and being selfish. On the other hand, being confident, he knows he doesn’t have to prove anything.

It is therefore clear that the EI can play a key role in understanding, evaluating and shaping the working environment.

Results of a series of surveys (Ashkanasy, Tse, 2000; Gita, Thenmozhi, 2015; McClelland, 1998; Williams, 1994) have shown that people with a high EI index contribute positively to the work performance of their employees, to the promotion and exploitation of their talent, to the promotion of innovation, to the improvement of the quality of the services provided and in general to the well-being of a fertile working climate that is the greenhouse of work enthusiasm, which leads to job satisfaction.

Moreover, it is worth mentioning that some of the skills that a leader oriented to change must possess, i.e. the ability to understand, evaluate, externalize, regulate and use emotions are also characteristics of a person with high EI as proposed by Mayer and Salovey (1997).

Interestingly enough, the three main characteristics of emotional intelligence proposed by Salovey and Sluyter (1997) in their theory are identical to the skills needed for a change leader: (1) The ability to evaluate and express emotions, (2) the ability to regulate emotions and (3) the ability to use emotions for planning, creative thinking, redirection of attention and self-motivation.

According to Goleman (1996) a person can have a successful professional career if he combines empathy with the ability to effectively manage his interpersonal relationships and with the ability to carry out successful communication acts. In 2000 he spoke of six types of (style) leadership that are intertwined with the EI and affect employee performance. These types are: the coercive, the visionary, the affiliative, the democratic, the pacesetter and the coaching.

Really successful and effective leaders don't use only one of these styles, but they have the flexibility to switch styles according to the needs they see being created in the business. Goleman believes that leaders who display four of the six styles, especially visionary, democratic, humanitarian and consulting, create the best organizational climate in their businesses and achieve the highest performance.

Williams' (1994) survey of directors of insurance companies showed that managers with EI achieved better financial performance; McClelland's (1998) survey of directors of a food and beverage company showed that senior executives with EI skills exceeded the company's predetermined annual targets by 15-20% compared to senior executives who didn't have EI. It is also worth mentioning the research of Claudio Fernandez-Araoz on a sample of 515 managers from Germany, Japan and East America in order to detect the causes that lead to a successful leadership. As shown in the diagram below, the profiles of successful and failed managers differ significantly in three elements: experience, cognitive intelligence and emotional intelligence.

The same researcher argued that, if these three characteristics are combined in certain ways, they lead to successful leadership and can therefore be criteria for recruiting future employees to senior management positions. More specifically:

1. Very strong positive correlation shows the years of experience and consequent experience with EI. In this case, an employee with a moderate IQ doesn't mean he is going to fail.
2. Strong positive correlation show a high IQ with EI. In this case, an executive with a few years of experience doesn't mean that he will fail.

3. Low correlation shows years of service and high IQ with low EI. This means that leadership with a person who possesses these characteristics, i.e. has experience, has academic knowledge but lacks emotional skills, is prescribed to fail within a modern business or organization.

A leader with a high EI should know the best way to reward his employees so that they experience positive emotions, which in turn translate into an increase in motivation, commitment and performance (Brief, Weiss, 2002). Also, creating a positive and optimistic climate among workers leads to better cooperation between them in providing mutual assistance and other constructive forms of social behavior.

According to Vakola, Tsaousis and Nikolaou (2004) employees in an enterprise are more receptive to change and adapt better and faster to them when their managers have high levels of emotional intelligence, which means that they know how to better guide their subordinates and better manage occupational risks. Thus, it is obvious, that people who possess high emotional intelligence, can be more optimistic, that they will achieve their goals, as opposed to people who have low levels of emotional intelligence.

Further, we could mention that there is an opposite correlation between difficulties and emotional intelligence. This is because, individuals who have increased emotional intelligence, can adapt and better cope with any difficulties of life (Tsaousis, Nikolaou, 2005). They are therefore able to better manage the situations around them, thus achieving their objectives, as well as broadening their social environment (Kunnanatt, 2004). They are also more cooperative and ethical, both professionally and personally (Deshpande, Shu, 2005).

People who don't possess high emotional intelligence are possessed by feelings of insecurity and reduced adaptability to any changes (Scott-Ladd, Chan, 2004). Also, there are feelings such as aggressive mood, insecurity, antisocial behavior, poor psychology, inability to coexist and work with other people, etc. The negatives, however, that come from low levels of emotional intelligence don't stop here. This is because, as research has shown, there is a high correlation between low levels of emotional intelligence and phenomena such as depression, alcoholism and smoking (Brackett, Nezlek, Schutz, Sellin, Salovey, 2004).

Analyzing the relationship between emotional intelligence and leadership processes has important explanatory potential for the possibility of given leader-follower relationships rising to the level of leadership. As is known, many see leadership as a way of manifesting themselves. In fact, the literature review of emotional intelligence for the needs of the dissertation research, presented in this article, shows that these two concepts are in an immanent relationship. Moreover, tracing the relationship between the concepts of emotional intelligence and leadership allows highlighting the great importance of the issue of leadership as managing oneself in a role. This makes it clear how insufficient a narrow professional competence or a good diploma are in themselves to obtain the sought-after leadership effect. Based on the review of approaches to emotional intelligence in relation to leadership, it is possible to highlight the differences between leadership in the corporate world and that in public organizations and politics.

All this has particular importance in periods of political crisis, such as the period of the twenties of the 21st century. It is clear that the signs of a political crisis are present practically everywhere, not only in Europe, but throughout the world. We are witnessing conflicts and wars in regions where, until recently, military action seemed unthinkable. Challenges to modernity do not cease to present their tests: financial instability, terrorism and security problems, the Covid-19 pandemic - these are only some of the unimaginable problems that await solutions from the empowered. The exercise of political power in the present seems a rather thankless and even dangerous occupation. In this context is the main conclusion of the present analysis. It is about the instrumental importance of emotional intelligence in achieving the standard of leadership relationships between leaders and participants. To the extent that those involved approach their roles with the necessary understanding of the profile of the activity, of the participants and of the particularities of the environment, to that extent they will hold the key to success. This is because they will be able to actively adjust the characteristics of their individuality to the process according to its specificity and profile of the role they are engaged with. This refers both to the variability of the trainings and to the results in the process of interaction between all interested parties to achieve their common goal.

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