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EMOTIONAL INTELLIGENCE AS A CONDUIT FOR EFFECTIVE BUSINESS LEADERSHIP IN A VOLATILE, UNCERTAIN, COMPLEX AND AMBIGUOUS (VUCA) ENVIRONMENT

Raymond Mapuranga[1], Sharon Chisango[2] and Gift Manhimanzi[3]

Abstract

Emotions are woven into every interaction because they influence how one reacts to challenges and opportunities. They determine whether one collaborates to resolve conflict. As one moves through days, emotions play a role in the amount of effort one demonstrates, what behaviours one display, psychological health and moods. Although most researchers have argued that a leader's emotional intelligence (EI) capability positively influences business performance, this relationship has been studied only at the surface level and not in highly volatile, uncertain, complex and ambiguous (VUCA) environments. In this study, Goleman's (1998) mixed model of EI and 4I conceptual link between self-awareness, self-management, social awareness, relationship management competencies of leaders' emotional intelligence and learning sub-processes of intuition, interpretation, integration and institutionalisation has been examined. The researchers utilised an integrative literature review as the suitable research methodology. This was made necessary because of the lack of studies (both conceptual and empirical) on the role of the leader's EI and business performance. By conducting a comprehensive search around individual topics of leadership, EI and business performance, the study revealed the missing link between a leader's EI and business performance. It was, therefore, concluded that when it comes to the workplace and especially business, the leader's EI is crucial, and managers and executives are often held responsible for successes and failures.

Keywords: awareness, business performance, mood, coping strategy

INTRODUCTION

This study was aimed at assessing and demonstrating how the four dimensions of emotional intelligence relate to effective leadership. Goleman (1995) noted:

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> People with well-developed emotional skills are also more likely to be content and effective in their lives, mastering the habits of mind that foster their productivity; people who cannot marshal some control over their emotional life fight inner battles that sabotage their ability for focused work and clear thought

The term "emotion" specifies affective component while "intelligence" indicates cognitive component (Kanesan and Fauzan, 2019). According to Mayer and Salovey (1997), emotional intelligence is a person's capability to perceive, express, understand, use and manage emotions in oneself, personal intelligence and in others, social intelligence, which leads to adaptive behaviour consequently, resulting in effective leadership.

The capacity to foster others' "willingness to be persuaded" is a key sign of good leadership (Goleman, 1998). This is a state where the people being led are ready to do something that they may not have otherwise done, or they pick a course of action that serves a purpose. There is a particular sort of leader that almost effortlessly causes others to experience this condition and such leadership is effective in today's business world.

People who answer to their supervisors frequently express the belief that a good leader cares about their followers on an emotional basis. Leaders exhibited emotional intelligence before the phrase "emotional intelligence" became popular. It was a natural propensity for them and the common question that pops into mind is why then is it significant? When a leader demonstrates emotional intelligence by giving their followers the impression that "my boss cares about me", those followers will inevitably be appreciative of their employer. They will also be more committed to the company's vision and goal, remain with the company longer and start acting in ways that are like what they see others doing. This will improve the workplace environment (Adiguzel and Uygun, 2020) and resultantly, this is the kind of effective leadership that today's business sorely needs. Self-awareness, self-management, social awareness and relationship management are the four subcomponents that Goleman (1995) identified as constituting emotional intelligence.

LITERATURE REVIEW

The term emotional intelligence was first introduced by Payne in 1985. Payne introduced this term in his doctoral dissertation called "A study of emotion: developing emotional intelligence; self-integration; relating to fear, pain and desire (theory, the structure of reality, problem-solving, contraction/expansion, and tuning in/coming out/letting go)." He brought to light evidence that concludes the mass suppression of emotion throughout the civilised world has muffled human growth emotionally, leading down a path of emotional obliviousness. Therefore, he indicates that many of the problems facing society are directly linked to emotional ignorance: depression, addiction, illness, religious conflict, violence and war. Payne

stresses in his writing that humans, too often, deny their true and emotional nature. He states, "Whatever our motivation, however, we have not done this out of any inherent evil nature. We have done this because we have had the wrong idea altogether about the nature of emotion and the important function it serves in our lives". This is an extremely powerful quote introducing this new term, emotional intelligence. Payne's work offered the following guidance: (1) by raising important issues and questions about emotion; (2) by providing a language and framework to enable us to examine and talk about the issues and questions raised; and (3) by providing concepts, methods and tools for developing emotional intelligence (*ibid.*).

However, Peter Salovey and John D. Mayer coined the term 'Emotional Intelligence' in 1990 describing it as "a form of social intelligence that involves the ability to monitor one's own and other's feelings and emotions, to discriminate among them and to use this information to guide one's thinking and action" (Fianko, Afrifa and Dzogbewu, 2020). Although the term may be new, the elements that make up this term should be familiar. This term still did not become popular until in the later years. It was not until 1996 that an article, "Emotional Intelligence and Emancipation", was published in which a group of women who were supposed to be at low levels of emotional intelligence, rejected their social roles as mentioned (Adiguzel and Uygun, 2020). Yet, anyone acquainted with the term emotional intelligence may inevitably think of the name Goleman.

Goleman, best known for his worldwide bestseller *Emotional Intelligence* (1995), popularised the term "Emotional Intelligence" (Perla, Giovanni and Joel, 2019). Goleman, a psychologist and science writer who has previously written on brain and behavioural research for the *New York Times* discovered the work of Salovey and Mayer in the 1990s (Fianko, Afrifa and Dzogbewu, 2020). Goleman breaks down emotional intelligence into four elements of self-awareness, self-management, social awareness and relationship management. The following bulletin outlines these four dimensions to lay out a clear and precise definition of emotional intelligence and its correlation to leadership.

SELF-AWARENESS
Conscious awareness of one's personality, emotions, motivations and desires are what is meant by the term "self-awareness" (Showry and Manasa, 2014).

> Knowledge about oneself has been viewed as being at the core of both management and human behaviour. In general, self-awareness refers to having accurate and subjective knowledge of one's inner self, including one's personality, mental state, emotions and other mental and physical states (*ibid.*).

To learn more about self-awareness, why leaders need it and how they can improve it, organisational psychologist and author Dr Tasha Eurich studied hundreds of people over the course of many years in rigorous scientific

research. She established that just 10-15% of people are genuinely self-aware, although 95% believe they are. Self-awareness is what she refers to as "the meta-skill of the 21st century, setting the top limit for so many of the skills we need to be successful in the world right now. Things such as communication, influence, emotional intelligence and collaboration" (Jastzabski, 2020). Evolving emotional self-awareness is a vital first step in effective leadership because it lays the groundwork upon which emotional and social intelligence is built. Emotional self-awareness also helps leaders link their emotions to the effectiveness of their interactions with others (*ibid.*), a factor which is important in contemporary business environments.

According to Church (1997), self-awareness is a person's ability to evaluate his/her behaviour and skills. Leaders who make a comprehensive judgment about their proficiencies, are more cognizant of their jobs and interpret how others view them can manage or modify their behaviours which enhances their leadership skills. What Church (*ibid.*) found was that high-performing managers were more managerially self-aware compared to average-performing managers. Taking performance criterion out of the equation, high-performing leaders are more precise in evaluating their workplace behaviours and demonstrate a strong association between self-awareness and awareness of how others see them. Baron and Byrne (1991) explain that self-awareness is an exceptional representation that consists of self-knowledge that individuals possess. This is something more systematised than any other information and profoundly processed. Goleman (1998) describes a leader as someone who is aware of areas that his/her people may fall short but helps followers to develop knowledge and expertise in that area. "According to a study, self-awareness of one's goals, values, beliefs, traits, competencies, time horizons and ways of acting, thinking and feeling, etc. are the self-resources that guide effective leaders" (Showry & Manasa, 2014). Travis Bradberry (Bradberry and Greaves, 2009), author of *Emotional Intelligence 2.0*, describes self-awareness as one of the core components of emotional intelligence. He defines emotional intelligence as the ability to recognise and understand emotions in oneself and others and the ability to use this awareness to manage one's behaviour and relationships. Thus said, it can be argued that a leader who can manage his/her behaviour and relationships is better equipped to navigate the treacherous business environment that leaders face today.

SELF-MANAGEMENT
Since they are the ones who are establishing the norms for those they are guiding, leaders need to control their conduct accordingly. Simply put, being able to control one's emotions is self-management. The objective of self-management, according to Goleman (*ibid.*), is to be able to identify these feelings as a hijack and return the brain to mental clarity and concentrate on the work at hand. It is crucial to develop coping mechanisms so your brain

can accomplish this before reacting to unpleasant feelings (Goleman, 1995). Since leaders serve as role models for others, emotional self-control is essential in a leadership role. Self-management entails assuming accountability for one's actions and well-being (Decker and Cangemi, 2018). Bradberry and Greaves (2009) admit individuals have the power to take control of difficult situations. Bohdi Sanders said "*When you react, you let others control you. When you respond, you are in control.*" This implies that uncontrolled feelings from a boss can have a detrimental effect on staff members as well as attitudes about issues (Eberly and Fong, 2013). Employee behaviours are directly impacted by their superior's emotional condition, claimAshkanasy and Daus (2005). Positive/self-managed emotions in leaders are favourably connected with employee voice behaviour, according to Liu, Song, Li and Liao's (2017) research (Li, Xiao, Wang, He & Wang, 2020). This research is essential for leaders to comprehend since, in addition to upholding the standards for followers, leaders also unquestionably have a significant influence on others' conduct through their emotions, attitudes and behaviours.

Interpersonal emotion regulation (IER) refers to the deliberate and precise actions by which a person pledges, preserves, or changes the manifestation, intensity, or timespan of others' effect and involves the use of strategies to improve or worsen followers' feelings (Niven, Totterdell and Holman, 2009). Vasquez, Niven and Madrid (2020) conducted a study that involved a multisource survey study with a retail organisation in Chile. Employees responded to a survey providing ratings of their leader's IER and their effect. Their findings indicated that leaders' IER had a profound impact on followers' effect. Further their results indicated there was a more distal influence on followers' task performance. "Leader affect-improving IER was positively related to followers' positive affect, which in turn was positively related to their task performance" (Vasquez, Niven and Madrid, 2020). On the contrary, the leader effect worsening IER was positively related to followers' unpleasant feelings. However, they did not find a significant relationship between followers' negative affect and their task performance. (*ibid.*).

An example which shows how emotions affect individuals is that of American Officer Derek Chauvin who is responsible for the death of George Floyd. This was a man in a leadership position who lost complete control of emotions and behaviour which, sadly, cost someone his life. Another example, less extreme, would be in 2009 when Kanye West, an American rapper, lost control and marched onto the stage to snatch singer-song writer Taylor Swift's award because he thought Beyonce, also an American singer and song writer, deserved it. Both are examples of leaders, people that others look up to, that had zero self-management. Leadership is a skill that requires work and practice. One of the main areas that leaders need to have the most

control over is their emotions, which leaders should develop and cultivate. Leaders require the ability to inspire, direct and guide others but control over one's emotions because without such control, then who is going to follow?

SOCIAL AWARENESS

Empathy, service orientation and organisational awareness are some of the components of social awareness (Kanesan and Fauzan, 2019). Social awareness is the ability to recognise other people's emotions accurately and promptly. It also involves observing others' thoughts and feelings without letting your ideas or feelings get in the way. Active listening and observation are suggested by Kanesan and Fauzan (2019) to properly improve these abilities. It takes work to become adept at this patience-testing talent of perceiving others' thoughts and feelings. "A socially aware person uses their ability to understand others' moods and emotions to adapt to various situations while engaging with them" (Kumar et al., 2014).

Social awareness is related to the social relationships and influences within an organisation. The empathy component of this piece gives leaders an awareness of other emotions, concerns and needs. Therefore, the leader can read other emotions and can cue in on nonverbal such as the tone of voice or facial expressions (Cherniss and Goleman, 2001). In terms of service, social awareness is important when it comes to dealing with customers. Someone who is socially aware can understand a customer's requirements and/or concerns. Goleman (1995) emphasizes the importance of this dimension by explaining,

> Insight into group social hierarchies require social awareness on an organisation level not just an interpersonal one. Outstanding performers in most organisations share this ability; to read situations objectively, without distorting the lens of their own biases and assumptions, allows them to respond effectively (Cherniss and Goleman, 2001).

According to Martinovski, Traum and Marsella (2007), social awareness plays a significant role in evolving trust in leader-employee relationships. Furthermore, being an effective leader requires the capability to listen to others' perspectives (Fianko, Afrifa and Dzogbewu, 2020). They further explain that the ability to take the perspective of others means that leaders should be able to *"see the world through other eyes"*. Leaders must obtain empathy to encourage behaviours that are necessary for operative global leadership. The results revealed that perceiving others' state of mind and empathising with them may establish an affective bond that is beneficial for leadership (Fianko, Afrifa and Dzogbewu, 2020). According to Pinos, Twigg and Olson (2006), the social-awareness dimension of emotional intelligence indicates that a heightened state of awareness in a leader's communication abilities is crucial to understanding both the situation and the follower's level of comprehension. Goleman (2001) suggests that out of all the dimensions

of emotional intelligence, empathy is the most easily recognised. Fianko, Afrifa and Dzogbewu (2020) explain that empathy is a critical skill for both getting along with diverse workmates and employees and doing business with people from other cultures.

> Cross-cultural dialogue can easily lead to miscues and misunderstandings. Empathy is an antidote that attunes people to subtleties in body language or allows them to hear the emotional message beneath the words and have a deep understanding of the existence and importance of cultural and ethnic differences (*ibid.*).

RELATIONSHIP MANAGEMENT

Many researchers believe emotional intelligence has high importance and a positive impact on one's life but even more directly when it comes to leading people (Krén and Séllei, 2021). Emotional intelligence can be examined in connection with interpersonal relations, such as leader-employee relationships. Goleman (1998) describes it as concerning "the skill or adeptness at inducing desirable responses in others.

> Relationship management is considered an integral skill for any successful manager or leader, especially in those cultures that value the behaviours encompassed by the concept of relationship management (Engle and Nehrt, 2011).

Goleman (1995) also breaks out relationship management into competencies:
• Developing others
• Inspirational leadership
• Change catalyst
• Influence
• Conflict management
• Teamwork and collaboration

Krén and Séllei (2021) conducted research that analysed the emotional intelligence of leaders working in successfully performing organisations and the contribution of their emotional intelligence to performance. What they found was aligned with Goleman's theories that "proved that knowing one's own emotions, regulating them, the awareness of others and empathy toward them help leaders to build a positive, inspiring and motivating atmosphere for subordinates." (*ibid.*). In addition, one aspect of relationship management is being capable of building relationships with people that one may not be fond of. Leaders need to maintain a professional relationship with all employees because again, leaders are setting the standards. Leaders who are not able to control their stress transmit their stress to others around them (Kumar et al., 2014) and this can mar the vision and mission which the team may want to achieve, hence EI is significantly important for effective business leadership in a business environment.

TRANSFORMATIONAL LEADERSHIP

Although the term transformational leadership is not directly captured under the term emotional intelligence, this type of leadership skill has an impact on the relationship management aspect when connecting it to emotional intelligence. Transformational leadership is a leadership style in which leaders encourage, inspire and motivate employees to innovate and create change that will help grow and shape the future success of the company (Hussien and Yesiltas, 2020). This type of leadership focuses on inspiring employees, keeping them motivated and encouraging high communication. This is the most required leadership style in a hyper-turbulent environment and this is why being emotionally intelligent in this type of leadership style is important.

Transformational leadership requires a high level of emotional intelligence because it is the backbone of understanding among individuals, team building, productivity, morale and much more (Kouzes and Posner, 2003). Leaders need to know what motivates and inspires the team to learn to get the most results from their team. To truly understand these concepts, the leader would have to invest a good amount of time into his/her employees. Instead of dictating goals, deadlines and workloads, a transformational leader will help create a vision for the whole team based on the team's ability to perform. This is what transformational leaders provide to their employees with. In turn, this can make employees feel appreciated and worthy and a sense that the leader cares about them which helps create less attrition for the organisation.

According to Alston, Dastoor and Chin-Loy (2016), true leadership matures from those whose main motivation is the deep desire to help others. Bass (1985) introduced a leadership model that outlines the correlation between a follower's success and accomplishments are improved by a transformational leader. The study shows that leaders influence their values and needs and encourage them to work towards more accomplishment than what they considered possible. Further, the follower's attitudes, beliefs and values are altered by the transformational leader to be in line with the attitudes, beliefs and values of the leader and organisation (Alston, Dastoor and Chin-Loy 2016). The followers are also better directed to self-development by a transformational leader and subsequently, to higher stages of success (*ibid.*). Like Goleman's model of emotional intelligence, Bass's (1985) leadership model consists of four dimensions: charisma, inspiration, individualised consideration and intellectual stimulation. Over a decade of research, Kouzes and Posner (2003) found that "credibility is the foundation of leadership". They defined leadership as:

> "a relationship that was built from a foundation of trust, which enables leaders and followers to seize opportunities and take risks to effect change within an organisation ultimately influencing organisational effectiveness while fostering corporate sustainability." (*ibid.*).

Leadership is about practice; and a leader that can improve their understanding of the function and influence of emotions in their place of work can successfully instil meaning and impact into their followers (Alston, Dastoor and Chin-Loy, 2016).

Transformational leadership is a leadership style that followers are receptive to and have a positive impact on not only themselves but the organisation. This is important to highlight because to be a transformational leader, one would have high emotional intelligence. This leadership style is primarily focused on relationship management, which is the fourth dimension in Goleman's theory of emotional intelligence.

METHODOLOGY

The research used an integrative literature review as a suitable research methodology. This was necessitated by the lack of studies (conceptual and empirical) on the correlation between EI and effective business leadership. Owing to the absence of a concrete connection between a leader's emotional competency and effective leadership, the researchers found it imperative to build a conceptual link between the two constructs to lay a foundation for further empirical research. That being the case, conceptual restructuring was used to combine the individual literature on the two constructs. During the literature search, two conceptual articles that integrated the 4I framework were found, one with leadership (Berson *et al.*, 2006) and another with power and politics (Lawrence *et al.*, 2005). By conducting a comprehensive search around individual topics of leadership, emotional intelligence and organisational learning, the research established the missing conceptual link between a leader's EI and effective business leadership.

Table 1: The literature search process

Keywords		Databases	Selection criteria
Leadership,	emotional	EBSCOHost, ERIC, ProQuest,	Year range 1995-2020
intelligence,	emotional	Sage ONLINE, Google	Scholarly and peer-
quotient,	emotional	Scholar, Scopus	reviewed only
intelligence,	emotional		Journals, dissertations and
capability,	emotional		books only
competence, organisational			
performance,	team		
building, team learning,			
learning capability			

EVIDENCE FROM THE GROUND

To recapitulate, emotional intelligence is broken down into four dimensions. As previously discussed, it consists of the following: Self–awareness: conscious knowledge of one's character, feelings, motives and desires. It includes gaining an understanding of and insight into one's strengths, qualities, weaknesses, defects, ideas, thoughts, beliefs, ideals, responses, reactions, attitudes, emotions and motivations (Venera, 2019). Self-management: The ability to manage those emotions when one has recognised them. The ability to control impulsive feelings and behaviours, manage your emotions in healthy ways, take initiative, follow through on commitments and adapt to changing circumstances. Also, important to note is self-awareness and being able to recognise one's own emotions and how they impact one's thoughts and behaviour (Goleman, 1995).

Social awareness: The ability to take the perspective of and empathise with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports (Cherniss and Goleman, 2001). Relationship management: The ability to inspire and influence followers. The ability to communicate effectively and build bonds with individuals. The ability to help followers change, develop and grow (Goleman, 1995). The competencies associated with relationship management are developing others, inspirational leadership, change catalyst, influence, conflict management, teamwork and collaboration.

The four dimensions of emotional intelligence result in effective leadership and provide positive affective states in an organisation. Leaders with emotional intelligence will use these tools at the right time and in an appropriate manner. Such leadership creates an atmosphere of enthusiasm and flexibility, in which people feel invited to innovate and give their best. As a result, such a working climate, given the present realities of the business, gives added value due to the human ingredients essential for organisational performance (Venera, 2019), thus emotional intelligence is a panacea to effective business leadership.

FRAMEWORK FOR ANALYSIS

The purpose of the study was to identify why and how emotional intelligence is correlated to effective leadership. The literature demonstrates that, indeed, the four dimensions of Goleman's (1995) theory on emotional intelligence are crucial to leading others effectively. The research also suggests that leaders who have high emotional intelligence have a more positive impact not only on employees, but also have a positive effect on the whole organisation (Alston, Dastoor and Chin-Loy, 2016). Effective leaders understand the importance emotions play in leadership and the workplace. Leaders with emotional intelligence understand that, not only in terms of

tangible aspects, such as the better results and performances of the organisation and the preservation of values, but also concerning extremely significant intangible elements such as high morale, motivation, devotion and career progression for followers (Venera, 2019). There is certainly a strong association between emotional intelligence and leadership that creates a heightened interest in academia with significant contributions found in the relevant literature.

A study conducted by Hussien and Yesiltas (2020) proved that emotional intelligence has a direct and indirect effect on counterproductive work behaviour and organisational commitment. Their study heavily supported Goleman's (1995) theory that explains the significant impact that emotionally intelligent leaders can have on their followers. It also supported transformational leadership and proved that leaders impact their follower's ability to create a sense of direction beyond the day-to-day work duties, develop a vision for the future and be armed with the ability to manage the relationship through honesty (Hussien and Yesiltas 2020).

DISCUSSION
Through research, as well as scholarly reviews, this conceptual review has provided information about the importance of emotional intelligence in contemporary business environments and the positive impact that it has on leaders. In addition, it has been found that some leaders have characteristics of EI. EI is a set of abilities and skills that allow people to process information about emotions efficiently and precisely. According to the models of EI, an emotionally intelligent individual has abilities related to perceiving, using, understanding and managing emotional information which they then use to effectively lead their teams.

Transformational leadership is the most contemporary and effective way of management and is shown to be greatly dependent on the levels of El (Yammarino and Artwater, 1993). George (2000) proposes that leaders high in El can recognise, appraise, predict and manage emotions. In this way, leaders can empower workers and motivate team members. The authors hence argue that "EI of the team leader is important to the effective functioning of the team. The emotionally intelligent team leader also provides a transformational influence over the group and thus in our view a clear picture of effective leadership in today's business world.

Transformational Leadership behaviours have been related to leadership effectiveness and business unit outcomes (Lowe *et al.*, 1996; Waldman *et al.*, 1987). More specifically, Bass (1997) suggests that transformational leaders produce better financial performance than transactional leaders. In addition, Keller (1995) found that certain aspects of transformational leadership make group performance greater. Furthermore, Lowe *et al.* (1996) found

that in most of the studies, transformational leadership behaviours such as charisma, individualised consideration and intellectual stimulation are closely related to leadership effectiveness. Another interesting fact is that the success of leaders depends on two factors. On one hand, the success of leaders depends on the interaction that the leader has with group members or their leadership style. On the other hand, it depends on the degree of control that the leader has over certain situations. Additionally, three variables help achieve control in different situations: the leader's relationship with the group, the structure of tasks and the power of the leader (Contingency Theory of Fiedler and Chimers, 1984). This aspect of transformational leadership that makes the group performance greater as the good interaction with the group members or the degree of control of leaders in some situations is also related to EI. Social skills of EI are one of these characteristics that help people to have good relationships with others. EI is "essential to effective team interaction and productivity" (Prati, *et al.*, 2003). Skills such as self-awareness and self-regulation which means having control of emotions, are helpful to face different types of situations in the best way.

Considering all the information, this characteristic as charisma, individual stimulation and other as empathy, which is a characteristic of transformational leadership, also coincides with EI. The information analysed in this review also found that people with high EI are more effective and this may be the reason for the transformational leadership effectiveness because this type of leader possesses EI skills. In addition, emotionally intelligent leaders can improve their empathetic capabilities and influence, motivate, inspire, encourage and persuade their followers, which ultimately can help them climb the leadership ladder themselves (George, 2000).

Transactional leaders are those who are task-motivated. So, they use motivation to begin a task and move ahead to the full completion. To do so, this type of leader needs self-motivation. In this case, they also have EI skills such as self-motivation and self-awareness which explain the relationship between transactional leadership and EI. The fact that such leaders have less emotional intelligence traits than transformational leaders, could explain why some authors argue that in many situations, transformational leaders are more effective and have better performance than transactional leaders.

Fiedler and Chemers (1984) suggest that transactional leadership perform best in situations of high control or low control. In contrast, relationship-motivated leader (transformational) leaders perform best in situations of moderate control. But, according to the literature reviewed, there is no found sufficient evidence of what type of leadership is better than another because it depends on the situation. Effective leadership is required to match the situation to a particular leadership style. But what is clear is that leaders

with a high level of EI are more effective. So, it is true that EI is beneficial and helps leaders to face different situations, both stress and uncertainty. It is shown that leaders who have a high level of EI have better relationships and better teamwork, among other benefits.

CONCLUSION AND RECOMMENDATIONS

High-quality relationships between leaders and employees have been reported to provide various advantages for organisations, leaders and employees. People want to learn and feel empowered. Empowering leaders to share management responsibilities with their employees, give decision-making authority and express their confidence in the ability of employees to do their jobs autonomously. This will build trust and better relationships throughout the leader's teams. Emotional intelligence in leadership is critical to managing unified, high-performing teams. Emotional intelligence has a direct impact on how leaders communicate with their teams and how their team members interact with them and others on the team. For this reason, employees develop a sense of goodwill towards those leaders who give empowerment and allow employees to not only feel confident in their autonomy but also fairly treated in their important tasks which would indicate they are being led by someone who has high emotional intelligence. Emotionally intelligent leaders and managers know how to manage their emotions and behaviour at work, therefore, fostering a safe environment for exchanging ideas and feedback, productive teamwork and performance, high morale, employee engagement and job satisfaction. Leaders with high emotional intelligence will manage employee and workplace stress and conflict cautiously. As leaders set the example, they are mentoring their team members to do the same.

There were many studies and research on emotional intelligence, specifically the correlation to high-performing organisations. However, there seemed to be a lack of the underlying question of whether or not emotional intelligence does make leaders more effective. Nonetheless, with this research and studies that were out there, it is clear that emotional intelligence does make leaders more impactful, both to the organisation and the people. A common trend established by this research was most people referred to and cited Goleman, as did this research. However, his research could technically be defined as a little outdated. His latest books were written in the early 2000s and the workforce has changed quite a bit since then. For example, even just this past year with the COVID-19 pandemic many people were now working from home. Therefore, the study on social awareness and relationship management within a volatile, uncertain, complex and ambiguous environment would likely bring new results.

The research and the studies make it abundantly clear that emotional intelligence is so important for leaders to have. Further, it is needed in

leadership for leaders and followers to be effective. The research also proved the significance it plays, not just for leaders and followers, but as an organisation as a whole. Slaski concluded that leaders with higher emotion perception lead teams with a greater sense of voice and togetherness at work (Veshne and Minshi, 2020). Consequently, if leaders can recognise the emotional responses of others and adjust their behaviour accordingly to motivate their team, they will be able to enable trust and collaboration. This can ultimately result in a more beneficial work environment where employees are likely to express their thoughts and sentiments and openly ask questions. The role of a leader is not limited to merely influencing and mentoring their teams, but in parallel being able to establish a connection with their people. Indisputably, for leaders to be effective, they need to be in tune with emotional intelligence.

EI can develop two types of factors: personal factors and social factors. Personal factors are related to the dimensions of emotional self-awareness, self-regulation and motivation. On the other hand, social factors develop empathy, the ability to understand others and social skills that focus on influence, good communication, leadership and teamwork skills among others. Emotions should be considered a source of information (Goleman, 2001). It is good to control what you think to understand emotions because emotion and thought provoke a feeling.

EI can be developed by self-awareness, one of the elements of the mixed model. Self-awareness means being able to control your own emotions in healthy ways. Being able to connect with personal emotions is a key element to understanding how they influence thoughts and actions. Mindfulness practice builds self-awareness and reduces stress. This type of practice consists of focusing attention on the present moment without judging the situation. Being able to appreciate the moment, may help to shift the preoccupation and brings a larger perspective on life. Developing emotional awareness can help to manage stress. Emotional awareness can be developed by learning mindfulness meditation.

Emotional Intelligence can be developed using self-management. When people are overwhelmed by stress, they sometimes lose control of their emotions. Being able to manage emotions could be helpful to make certain constructive decisions. By staying emotionally present and being able to manage stress, people learn to receive all types of information without letting them override their thoughts and self-control. In this way, people will be able to make better choices that allow the control of impulsive feelings and behaviours, manage emotions in healthy ways, take initiative and adapt to changing circumstances that can be present, not only at work but also in daily life.

EI also can be developed by using social awareness. Social awareness is the ability that allows people to understand the nonverbal cues others constantly send. To be able to understand the emotions of others, you will have to know how to suspend your thoughts. This ability will allow people to experience nonverbal cues that change from one moment to the next. It is important to try to pay attention to what you feel and what you experience emotions as you listen to others. Everything that you experience is bringing information about yourself.

Using relationship management also can be helpful to develop EI. Working well with others is important, especially in organisations. This is a process that begins with emotional awareness and the ability to recognise, admit and understand what other people are feeling or experiencing.

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