

LEADING WITH EMOTIONAL INTELLIGENCE

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ABSTRACT

It is possible for anybody to feel hurt, mad, destructive or resentful, towards something or someone without really knowing it. What is worse, we can take out how we feel about one person on another. That is something nobody really wants to do. But the knot can be undone, if we know how to cope with our feelings, which describes Emotional Intelligence. Emotional Intelligence is an important aspect of all human interaction. According to a recent research, effective leaders have a high level of Emotional Intelligence, which distinguishes them in every field. High IQ, advanced degrees or technical expertise are not the only elements which portray good leaders. When leaders or managers understand their reactions and interactions with others, they can express the sensitivity and guidance as true leaders. Self awareness, self-confidence and self control are the examples of competencies which are at a premium in today's job market. Effective leaders should have good commitment and integrity, able to communicate, influence, and initiate, and willing to accept change. The higher up the leadership ladder you go, the more vital these skills become.

Keywords: Leading, Emotional Intelligence

INTRODUCTION

The role of a leader in an organization is not only to manage the company and to gain profits. The ability to manage the people in the company becomes the most important resource nowadays. Managing and motivating people are not easy tasks, but they require special skills which are related to understanding people better. According to Blanchard (1996), leadership styles are very important because they describe the ways managers lead, supervise or work with someone. This skill explains how the managers behave when they are trying to influence the performance of others.

Blancard (1996) lists down the four basic leadership styles which are directing, coaching, supporting and delegating. The first style describes that the leader provides specific instructions and closely supervises task accomplishment. In coaching, the leader continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions and supports progress. The third style, which is supporting, explains that the leader facilitates and supports subordinates' efforts toward task accomplishment and shares responsibility for decision making with them. The last style, which is delegating, describes that the leader turns over responsibility for decision making and problem solving to subordinates.

These four styles consist of different combinations of two basic leadership behaviors that a manager can use when trying to influence someone else: Directive Behavior and Supportive Behavior. Directive Behavior describes an autocratic leadership which involves one way communication, telling the person what, when, where, and how to do something and, then, you closely supervise the person on the problem or task. The manager uses this style is high on directive behavior but low on supportive behavior. Supportive Behavior describes that a manager is high on supportive behavior but low on directive behavior. The manager supports subordinates' efforts, listens to their suggestions and facilitates their interactions with others. The manager can help to build up their confidence and motivation by encouraging and praising the employees a lot (Blancard, 1996).

Managers should work smarter, not harder. They can use any of the four leadership styles in managing all kind of resources at the workplace. A smart manager will apply a suitable style to solve any problem occurs and make a good decision. Blancard (1996) suggests that a good manager knows how to treat people differently, listen to their problems and understand their feelings. Anyone can easily become angry, but to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way is not easy (Goleman, 1996). That is why emotional intelligence becomes as an important topic being discussed in an organization nowadays.

DEFINITIONS

Emotion is a strong human feeling such as love, hate, anger and many others, whilst emotional is described by showing your feelings to other people, especially by crying when you are upset. It is influenced by human feelings rather than by their thoughts or knowledge, and it is connected with your feelings and the way you control them (Clark, 1992).

Goleman (1996) refers emotions to a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act. There are hundreds of emotions, along with their blends, variations, mutations, and nuances.

Indeed there are many more subtleties of emotion than we have words for. The Oxford English Dictionary defines emotion as any agitation or disturbance of mind, feeling, passion; any vehement or excited mental state.

Emotional intelligence as being described by Goleman (1996) is abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathize and to hope.

In his second book entitled 'Working with Emotional Intelligence', Goleman (1998) defines emotional intelligence as the capacity for recognizing our own feelings and those of others, for motivating ourselves and for managing emotions well in ourselves and in our relationships. It describes abilities distinct from, but complementary to, academic intelligence, the purely cognitive capacities measured by IQ. Many people who are book smart but lack emotional intelligence end up working for people who have lower IQs than they but excel in emotional intelligence skills.

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The rules for work are changing and we are being judged by a new yardstick: not just by how smart we are, or by our training and expertise, but also by how well we handle ourselves and each other. According to Goleman (1998), this yardstick is increasingly applied in choosing who will be hired and who will not, who will be let go and who will be retained, who will be passed over and who promoted

Leading with Emotional Intelligence means managers should know how to manage the workers by guiding, motivating and understanding their feelings, in order to fulfill the company's goals. Goleman (1998) states that the abilities which distinguish the outstanding managers in technical fields are not technical, but rather relate to handling people. This is supported by the following story:

"Penn and Matt. Penn was brilliant and creative student, an exemplar of the best Yale had to offer. The trouble with Penn was that he knew he was exceptional, and so was, as one professor put it, "unbelievably arrogant." Penn, despite his abilities, put people off, especially those who had to work with him. Even so he looked spectacular on paper. When he graduated, Penn was highly sought after: All the top organizations in his field offered him interviews for jobs, and he was a universal first pick, at least on the basis of his resume. But Penn's arrogance came across all too clearly; he ended up with only one job offer, from a second-tier outfit."

(Goleman, 1998, p.25)

Matt, another Yale student in Penn's field, was not as academically brilliant. But he was adept interpersonally; everyone who worked with him liked him. Matt ended up with seven jobs offers out eight interviews and went on to success in his field, while Penn was let go after two years at his first job. Penn lacked, and Matt had emotional intelligence.

Goleman explains that emotional intelligence skills are "synergistic with cognitive ones; top performers have both (1998, p.357)." The more complex the job, the more intelligence matters. A researcher, using an interview method to assess the executive's ability to handle cognitive complexity, determined his capacity was the highest, a level six, someone smart enough, theoretically, to be CEO of a global firm or head of a country. But during that interview, the conversation turned to why he had to leave his previous job, he had been fired because he had failed to confront subordinates and hold them responsible for their poor performance. It was an emotional trigger for him. His face got red and flushed, he started waving his hands, he was clearly agitated. It turned out that his new boss, the owner of the company had criticized him that very morning for the same thing, and he went on and on about how hard it was for him to confront low performing employees, especially when they had been with the company for a long. The researcher noted that while he was so upset his ability to handle cognitive complexity, to reason, plummeted.

In short, out of control emotions can make smart people stupid. The aptitudes you need to succeed start with intellectual horsepower, but people need emotional competence, too, to get the full potential of their talents. The great divide in competencies lies between the mind and heart, or more technically, between cognition and emotion. Some competencies are purely cognitive, such as analytic reasoning or technical expertise. Others combine thought and feeling, which is what Goleman called as emotional competencies.

According to Goleman (1998), the Emotional Competence Framework consists of Personal Competence and Social Competence. Personal Competence comprises of self awareness, self regulation and motivation, whilst Social Competence includes empathy and social skills. In a workplace, with its emphasis on flexibility, teams and strong customer orientation, this crucial set of emotional competencies is becoming increasingly essential for excellence in every job and in every part of the world. If a manager has the ability to listen, to influence, to collaborate and to get people motivated and working together well, he or she can lead the company with emotional intelligence. Conger (1990), added that this kind of leader can possess a certain of indescribable energy that inspires and motivates the employees. A leader who appears to touch our emotions more than our rational mind. An organization's collective level of emotional intelligence determines the degree to which that organization's intellectual capital is realized, and so its overall performance.

An emotionally intelligent organization needs to come to terms with any disparities between the values it proclaims and those it lives. Clarity about an organization's values, spirit, and mission leads to a decisive self-confidence in corporate decision making. An organizational mission statement serves an emotional function: articulating the shared sense of goodness that allows us to feel what we do together is worthwhile. Working for a company that measures its success in the most meaningful ways, not just the bottom line is itself a morale and energy raiser.

Conger (1990) agrees that managers or leaders especially in large organizations, are not expected to be passionate about their ideas or inspirational. Executives are not expected to be visionaries or orators. Some are even put off by the very idea. They prefer to administer rather than to truly lead. But the workplace and the marketplace have changed. Employees today are seeking more meaning in their work. They will be motivated if they are treated as valuable workers.

A senior vice president of a ten billion dollar a year telecommunications company confided that his past leader was very autocratic, where the group he left behind was like an abused family. Now he is trying to heal the organization, make it more emotionally intelligent, so that he can grow another ten billion dollars (Goleman, 1998).

A corporate director at a high technology company which the company culture has its roots in engineering and manufacturing stated that he wanted to build an atmosphere of trust, openness and teamwork that touches on people's ability to deal with emotions in a direct and honest way. But he found that many of his managers are just not skilled in dealing with this emotional side. He added that they need to make themselves more emotionally intelligent.

CONCLUSIONS

Managing human assets is becoming very important in many organizations nowadays. The way a manager supervises or work with someone can influence the overall performance of an organization. A manager should know how to make a clear distinction between a leader's attitude and feelings about people and his behavior towards them. Everyone is a potential high performer, some people just need a little help along the way. If they are guided properly by a good leader, they will become as valuable workers. The following basic practices conclude leading with emotional intelligence:

- A balance between the human and financial sides of the company's Agenda.
- Organizational commitment to a basic strategy
- Initiative to stimulate improvements in performance

- Open communication and trust-building with all stakeholders
- Building relationships inside and outside that offer competitive advantage
- Collaboration, support and sharing resources
- Innovation, risk taking and learning together
- A passion for competition and continual improvement

Finally, effective leaders can communicate with their staff. They are able to reach agreements with them not only about their tasks but also about the amount of direction and support they will need to accomplish these tasks. If they use the correct leadership style, they can motivate better performance on the part of the people with whom they work.

Life is a comedy for those who think, and a tragedy for those who feel

HORACE WALPOLE

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