

EMOTIONAL INTELLIGENCE : THE BASIC 'MANTRA' FOR CHARISMATIC LEADERSHIP

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ABSTRACT

A survey conducted involving over 500 fortune Companies the world over reveals that their success story, to a large extent, is the saga of the inspiring role played by a Charismatic Leader. A Charismatic Leader, to be more precise, is one who attempts to evaluate his or her consciousness (chetana) so that various common place conflicts and dualities begin to synthesize at higher levels. Stated differently, Charismatic Leadership attempts to transform the whole scenario in an organization from one style or culture to another with a view to take out 'most uncommon results from the most common people'. Charismatic Leadership has the ultimate aim of raising the level of human conduct and ethical aspirations of both the leader and the led.

- *What constitutes 'Charismatic Leadership'?*
- *May its principal tenets be identified precisely?*

There is, in fact, no ready-made answer to these questions. True, nothing succeeds like success. Nevertheless, a very significant tenet that has of late, emerged on the horizon of behavioral science is popularly termed as Emotional Intelligence. A modest attempt is made in this article to deal at length with the relevant issues concerned with this New-Found Success Mantra for the corporate leaders, in general, and for all those who aspire to attain unfailingly the perceived objectives of their organization by ensuring optimal utilization of their precious human resources, in particular.

INTRODUCTION

Leadership provides the vital spark to motivation of human beings. Motivation has its roots in human relations which, in turn, can be fostered and toned up by leadership. Wherever a group of human beings desires to accomplish a common objective, the situation calls for the assistance of leadership. It is leadership that guides, and calls for the assistance of fellow workers for achieving a unity of purpose. Leadership emerges as the natural process in any grouping of human beings. It is, therefore, a time old concept with the only difference that with the change of time the concept has acquired new and more effective status and wider meaning.

LEADERSHIP QUALITIES

John Adair, the leading British authority on the subject, says 'leadership, like all personal relations, always has something unknown, something mysterious about it'. This in turn, implies that all successful leaders are not supposed to act or behave

in an identical manner in the exactly same situations. They may, in fact, act very differently even in similar situations and they may have quite different personalities. Moreover, different leadership qualities may be needed in different circumstances. The classic example is perhaps Churchill, who was a Great War leader but less successful in peacetime. All this may lead to the conclusion that there is no single template of leadership behaviours, which in turn, poses the question of whether leaders can be developed, what are the qualities (or competencies) of leadership, and how can they be brought out? People vary in their capacity for leadership. A few have innate capacity, some have none, but most potential managers do have it, of course, in different measures. Selection of the right people, whether from inside or outside the organization, is a good part of the battle, but then they will need training. This may be only a small part of leadership development but it is important to get it right.

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CHARISMATIC LEADERSHIP

Charisma is defined as a form of interpersonal attraction whereby followers develop a respect for and trust in the charismatic individual. (Kudisch and Poteet, 1995) Charismatic leaders get others to follow them because they can articulate attractive visions, take personal risks, demonstrate environmental and follower sensitivity, and are willing to engage in behaviour that most others consider unconventional. Such leaders, as researchers point out, are most likely to be effective during periods of organizational crisis or transition.

What Characterizes A Charismatic Leader?

Charismatic leaders tend to be special in a number of ways. Some important features of a charismatic leader are outlined below :

- **Self-confidence:** Charismatic leaders are highly confident in their ability and judgement.
- **A vision:** A leader is said to have vision to the extent that he or she proposes a state of affairs that improves on the status quo. He or she also must be able to articulate that vision clearly and show willingness to make sacrifices to make it come true.
- **Extraordinary behavior:** Charismatic leaders are frequently unconventional. Their quirky ways, when successful, elicit administration.
- **Recognized as change agents:** The status quo is the enemy of charismatic leaders. They make things happen; and happen in a remarkably inspiring manner.
- **Environmental sensitivity:** Charismatic leaders are highly realistic about the constraints imposed on them and the resources needed to change things. Consequently, they know what they can and cannot do.

Characteristics of a Charismatic Leader

- **SELF-CONFIDENCE**
- **A VISION**
- **EXTRAORDINARY BEHAVIOR**
- **RECOGNIZED AS CHANGE AGENTS**
- **ENVIRONMENTAL SENSITIVITY**

SOME CHARISMATIC CORPORATE LEADERS

World history and the history of organizations are replete with a number of examples of charismatic leaders. Through the ages some leaders have had extraordinary success in generating

profound changes in their followers. It is perhaps no exaggeration to add that some of these people (like JRD Tata, Bill Gates, Narayan Murthy, Ajim Premji, Walt Disney and the like) have changed entire societies through their words and action. Individuals who accomplish such facts have been referred to as charismatic leaders. All such persons had their clearly articulated visions.

WHAT IS EMOTIONAL INTELLIGENCE?

Emotional Intelligence (EI) has been defined as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in self and others." (Mayer and Salovey, 1917) Emotional Intelligence is concerned with one's developed ability to deal with both intra-personal and inter-personal matters of people working in an organization (Kanter, 1997). It can better be understood as a personality trait of an employee or as a mental ability of an employee (Mayer, 2000).

Daniel Goleman (Goleman, 1998) coined the phrase emotional intelligence with the publication of the book bearing the same title in 1998. Researchers in earlier studies had used the term, but this book was the first to be widely embraced by popular culture. Goleman identified five core competencies of emotional intelligence that include; knowing one's emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships. Goleman narrowed these competencies into four domains in 2002. The domains include; self-awareness, self-management, social awareness, and relationship management (Cherniss and Goleman, 1998, 2002).

WHY IS EMOTIONAL INTELLIGENCE IMPORTANT?

EI as a concept is gaining a great deal of attention because emotions of employees are recognized as an integral part of workplace (Darlene and Kim, 2003). Undoubtedly, Emotional Intelligence has a crucial significance for the people at the helm of affairs of an organization. They must understand that every body working in an organization is a complete human being - a person in totality with their distinct emotions and value systems that prompt them to act and react in their own distinct way (Kanter, 1977).

Being successful is much more than just intelligence. Researchers generally agree that IQ only accounts for about 4% to 20% of results. Research in

the concerned field shows that the critical factor for sustained achievement is not only a function of ability or talent but 80% of achievement is dependent on emotional intelligence. Emotional intelligence has proven to be twice as important as any other competency in any job role. The tougher and more challenging the role, the more Emotional Intelligence becomes an important factor in success.

Latest research in the field have revealed that IQ together with technical skill are no longer sufficient to succeed in today's customer-focused, team-centered; and ever-changing organizational climate. Leaders and their organizations also need emotional intelligence to optimize performance and maintain a competitive edge :

- Emotional intelligence influences your ability to cope effectively with daily demands and to be successful in various fields of life. By increasing your emotional intelligence, you become more efficient, productive, and successful. You also can create greater emotionally charged people besides taking care of their physical well-being. Further, the emotionally intelligent individual pursues goals with vision, perseverance and energy. Research has indicated that the following EI competencies predict success at work :
 - o self-awareness,
 - o emotional resilience,
 - o decisiveness,
 - o interpersonal sensitivity,
 - o influencing skills,
 - o conscientiousness,
 - o integrity, and
 - o personal motivation.
- Research has further documented that emotional intelligence is twice as critical in leadership performance as IQ and technical skill. Successful leaders have a high Emotional IQ. Emotional intelligence competencies have a positive impact on creating and sustaining a positive organizational culture. Emotional competence also prevents executive derailment (Cherniss and Goleman, 1998).
- Emotionally intelligent leaders are not only more successful but also create a culture that is characterized by greater morale, increased employee satisfaction and productivity, improved return on investment in change efforts, and greater success in achieving desired performance goals (Hyatt and Hyatt, 2007).
- Top performers are more productive and it is mostly emotional competence that makes them that way. A leading research firm found that for all jobs, emotional intelligence accounts for 66% of successful job performance compared to IQ and technical skills, and 85% for leaders (Sternberg, 2003).
- Emotional intelligence is the single most important element in a group's performance. The group's emotional quotient is reflected in how effectively they collaborate. A low group emotional quotient results in a group working dumber by not allowing people to share talents, allowing destructive discontent, domineering, and infighting, degrading performance, and stymieing progress.
- Neurological research has shown that our physiological processes are affected by what we think, feel and how we react. It also shows that the inability to manage ourselves efficiently leads to premature aging, diminished mental clarity, and blocked access to our innate intelligence (Vakola, Tsaousis and Nikolaou, 2004).
- Job stress has become "the 20th century disease" and is considered a global epidemic. Seventy five percent of all doctor visits in the US today are for stress-related disorders. Emotional stresses include; irritation, feeling unloved, frustration, frequent hurt feelings, fear of losing control, anxiety, fears and phobias, moodiness and depression. Emotionally intelligent people know how to relate to and handle stress effectively and show great resilience in the face of setbacks (Chartered Institute of Personnel and Development, 2005).

EMOTIONALLY INTELLIGENT LEADERS

The rules for leadership have changed in the past few years. The rules for work are changing. We are being judged by a new yardstick: not just how smart we are, or by our training, experience and expertise, but also by how well we handle each other. Technical expertise does not mean the ability to lead. Sometimes leaders fail just because of their inability to manage relationships and change. A study reveals some specific reasons for leadership failure: insensitive to others, aloof, betrays trust, controlling micromanages, not strategic, can't adapt to new management, poor hiring practices, and does not handle performance problems.

While IQ and technical skills are necessary

for success, emotional intelligence is what truly differentiates extraordinary leaders, individuals, teams and organizations from mediocre ones. Emotional intelligence refers to an assortment of emotional, personal, and interpersonal abilities and skills that influence one's overall capability to effectively cope with environmental pressures and demands. Emotional intelligence plays an important role in intelligent behavior and is vital for successful performance in the workplace. Emotional intelligence is what motivates us to pursue our unique potential and purpose. It activates our innermost values and aspirations, bringing about a total transformation in our very approach and outlook towards life-both personal and societal. It is concerned with understanding self and others, relating to people adapting and coping with the environment.

Emotional intelligence is distinct from but complimentary to academic intelligence, the purely cognitive capacity measured by IQ. Unlike IQ that does not significantly change over one's life time, emotional intelligence can be taught and learned. It requires commitment to develop one's competencies and skills through repeated application, practice, and feedback.

'FEEL GOOD' FACTOR

Looking at the emotional intelligence of teams is important because most of the work in organizations today is done by teams. Leaders have a pressing need today to make teams work together better.

Model - II

Why Must People Feel Good?

- **When people feel good, they work better and are more creative and productive.**
- **Mental efficiency goes up,**
- **Memory is sharpened,**
- **People can understand directions and make better decisions.**

Studies have shown this to be especially true when it comes to teams. This is because emotions are contagious. When one or two people are in a good mood, it spreads easily to other members.

A team's effectiveness can depend on how well it works together in harmony. A leader skilled in creating good feelings can keep cooperation high.

Good team leaders know how to balance the focus on productivity with attention to member's relationships and their ability to connect. A recent research has gone to the extent of suggesting that humor at work can stimulate creativity, open lines of communications, and enhance a sense of trust. Playful joking increases the likelihood of concessions during a negotiation. Emotionally intelligent team leaders know how to use humor and playfulness with their teams (Vakola, Tsaousis and Nikolaou, 2004, op.cit).

Creating good moods in employees may be even more important than previously thought. It is common sense to see that workers who feel upbeat will go the extra mile to please customers and therefore improve the bottom line. There is research to show that for every one percent improvement in the service climate, double is increase in revenue. New research from a range of industries now reaffirms the link between leadership and climate and to business performance. According to Daniel Goleman, how people feel about working at a company can account for 20 to 30 percent of business performance (Goleman, 2002).

Part of understanding the emotional reality of a team is uncovering the particular habits ingrained in a team or organization that can drive behaviors. A prime example is the notion of "It's just the way we do things here." The team leader is effective when he or she looks for signs that reveal if such habits are working or not. It is the leader's job to explore and expose unhealthy work habits in order to build more effective group norms.

IS IT RATIONAL TO BE EMOTIONAL?

Human beings have emotions. We may not know exactly where emotions fit into the biological evolutionary scheme, but we do know that emotions influence our reaction to and perception of other people, events and situations. Emotional reactions are largely an unconscious process - we cannot leave them at home or pack them into a storeroom locker when we go into our workplace. Emotions can color how we perceive situations to the extent that we are no longer aware of the reality of a situation but only our own emotional perception of it. Clearly, this can make clear communication and decision making difficult if everyone involved in a situation has their own emotional take on it. Since we cannot just get rid of unwanted emotions we have to learn how to be aware of them in our self and others to have clearer perception in our communication processes and not

just fall into habitual patterns of emotional response.

Daniel Goleman, a leading proponent of Emotional Intelligence, emphasizes that leaders have to pay attention to the hidden dimensions: peoples' emotions, the undercurrents of the emotional reality in the organization, and the culture that holds it all together. Goleman states that self and other awareness, empathy and listening are all emotional intelligence constructs: all contribute to self-development training. Effective leadership development begins with a holistic vision of one's life. To achieve improved business performance, leaders need to be emotionally engaged in their self-development (Goleman, 2002).

The word 'emotion' tends to create a certain amount of resistance in the commercial arena: 'emotion' is a word usually associated solely with personal relations outside the workplace, and things like 'emotions and feelings' should be controlled and subjugated in a working environment. But the lifeblood of an organization is its people, and emotions and feelings are essential elements of human communication and relationship.

There is nothing wrong with being emotional if the impulses are positive and aimed for the greater benefit of society at large. An emotionally matured leader tends to be in touch with his feelings. He knows that high EQ is about managing emotions and not to be overcome by them. In this realistically optimistic approach, leaders won't let setbacks and disappointments derail them. Emotions are the vital forces for the values and principles each one of us live for and they drive our focus, actions and its speed.

To lead with emotional intelligence is to inspire, to motivate, to instill a sense of worth, belongingness, confidence, and to motivate others to work to their fullest potential. Successful leadership is measured by the emotions of others. How does one develop such leadership skills? Leadership experts seem to agree that it requires an 'inside-out' approach to developing leaders. It becomes critical for leaders to increase their awareness of their ability to manage themselves and their relationships with others (J. Adairs, 2006). Emotional intelligence appears to be in addition to cognitive intelligence, as measured by one's IQ, and not as a component of it. To lead with emotional intelligence involves an examination of the foundational skills and competencies that underlay leadership competencies. It involves a thorough understanding of the various components of

emotional intelligence and how each one can be developed in the workplace for greater organizational effectiveness.

MANAGING EMOTIONS

It begins in infancy when our significant care givers 'teach' us to be comforted and to comfort ourselves, and later on, to comfort others. In the psychological literature this self-comfort is called 'self-soothing.' This is the beginning of emotional self-awareness. Then, for example, as toddlers, we learn from others that we must control some of our basic drives and temptations and we learn how best to control impulse. We get all kinds of messages from our care providers as we grow and we incorporate those into our Self Regard, Independence, etc.

EMPATHY : GATEWAY TO EMOTIONAL INTELLIGENCE

Emotional intelligence increases when people commit themselves to building practical competencies in the context of every day situations. One of the fundamental skills that contribute to a manager's or leader's success is the skill of empathy. It starts with self-awareness, viz; in understanding that your own emotion is essential to understanding the feelings of others. It is crucial to effective communication as also to leading others.

Empathy can be defined as the ability to see things from the other person's point of view- to be able to "walk in someone else's moccasins." Goleman defines it as the ability to read other people. This implies more than a cognitive understanding, more than just remembering a similar situation that you may have gone through yourself. Empathy means that you can recall some of those same feelings based on your own memories. There is a sharing and identifying with emotional states (Goleman, 2002).

Empathy as a competency skill is poorly understood by those who need it most, and it is even more difficult to train and acquire. Most people believe, you either have it or you don't. Many hard-driving managers lack a propensity for developing empathy because they assume it's for the more "touchy-feely" types (P.Paoli, 1992). Some very intelligent leaders are walking around blindly using only their powers of reasoning and wondering why everyone doesn't see things their way. Research by the Center for Creative Leadership has found that the primary causes of derailment in executives involve deficits in emotional competence, in general and the following three, in particular :

1. Difficulty in handling change;
2. Not being able to work well as a team; and
3. Poor interpersonal relations.

Without an adequate capacity to understand the other's point of view, some managers lack sufficient flexibility for change, cannot work well with team collaboration, and cannot relate well with the very people that affect the results they are trying to achieve.

According to Goleman, empathy represents the foundation skill for all the social competencies important for work :

1. Understanding others: Sensing others' feelings and perspectives, and taking an active interest in their concerns.
2. Service orientation: Anticipating, recognizing and meeting customers' needs.
3. Developing others: Sensing others' development needs and bolstering their abilities.
4. Leveraging diversity: Cultivating opportunities through diverse people.
5. Political awareness: Reading the political and social currents in an organization.

Managers and leaders are usually high in those traits and characteristics that lead to successful goal completion, such as; high achievement orientation and high focusing abilities. That's why they get prompted to managing positions. Success depends to a great deal on having focus and being able to concentrate. But focus alone can result in undesirable consequences, if not counterbalanced by empathy. Focus alone will not result in the fulfillment of goals; whereas focus coupled with empathy will (Davis and Cherns, 1995).

Empathy skills are those that involve paying attention to other people- things like listening, attending to needs and wants of others, and building relationships. When empathy skills are high, one is more likely to inspire the troops. When a manager understands his/her people and communicates that to them, he / she is more liked and respected. And that is how practicing empathy results in better performance. When a manager is respected, the people they lead are more likely to go the extra mile. In short, Empathy and Focus need to be balanced, and when they are, managed as such, managing skills optimally becomes fairly easy.

Both managers and employees need empathy in order to interact well with customers, suppliers,

the general public and with each other. Managers need it even more when they are assigning a task to someone who won't like it; when offering criticism to someone who predictably will get defensive; when having to deal with someone we don't like; when dealing with employee disputes; and when giving bad news such as; telling someone as they won't be promoted or that they're being laid off. The first step in dealing with any negativity is to empathize. The next step is to focus back to the goals and the tasks at hand.

In reviewing emotional intelligence competencies, a high level of skill in any or all of them couldn't hurt a career. In fact, many experts agree that these competencies are relevant to professions that involve either managing others or being part of an effective team (Nadler and Lawler, 1983). In his book, working with Emotional Intelligence, Daniel Goleman goes one step further. He claims that for professions in which the intellectual entry hurdle is particularly high, emotional intelligence is the dominant differentiator for performance. Goleman is not the first, nor will he be the last, to reach this conclusion. There is no denying the fact that in spite of all of the technical training that actuaries pursue; it is emotional intelligence that differentiates the highest achievers from the rest of the lot. For some, this might not feel like great news, especially considering the number of years actuaries spend on technical learning.

CONCLUDING REMARKS

Recognizing Emotional Intelligence as the secret of success of a highly successful manager is not to suggest that technical skills are trumped by emotional intelligence. Technical skills are a gateway to more opportunities. As levels of responsibility increase, technical skills become table makes. The higher you ascend in an organization the more technical skills are needed, just like compulsory tumbling for a gymnast. You must do them perfectly in order to be allowed to continue on to the medal round. To win the medals, you need special skills and in the area of management and leadership, those skills are the competencies of emotional intelligence.

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