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LEADERS AND EMPLOYEES, EMOTIONAL INTELLIGENCE, COMMUNICATION AND PERFORMANCE

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ABSTRACT

Emotions and emotional data are related to emotional intelligence (EI). It has received a lot of attention from scholars and human resource (HR) professionals due to its importance in fostering organizational excellence and effectiveness for both leaders and employees. Here, we discuss the theories of EI and examine the results to demonstrate the constructive relationships between EI, leaders, and workers. We wrap up by offering some ideas for further investigation into the function of EI in companies.

Keywords: Human Resources, Emotional Intelligence, Organizations, Leadership, Employees, Team, Performance, Effectiveness.

1 INTRODUCTION

Emotional intelligence (EI) is defined as the perception, assessment, and management of emotions in oneself and others [1]. It is a theory that seeks to link processes of emotion, cognition, and metacognition [2–3]. Because of the more globalized international economy, the massive influx of information, and the introduction of new technology, working environments today are more demanding and competitive. Today's leaders and managers must perform at a high level to thrive in their businesses despite tremendous competition and demands, which depends on learning, teamwork, and positive intrapersonal and interpersonal connections [4]. EI is appealing to HR professionals as a set of significant talents because it offers a framework of preexisting skills that are in charge of behaviors thought to help people succeed and be effective at work [5]. Organizations with emotional intelligence can better utilize their workforce's abilities and meet obstacles. Both managers and employees must be able to work together, favorably influence others, and come up with quick and inventive solutions to problems [6]. According to research, emotions can foster commitment, trust, and faith when they are appropriately controlled. In such a situation, when EI plays a critical role, productivity, inventions, and success as people, groups, or organizations can occur [7]. When discussing the importance of emotion in the workplace, Reynolds and Vince (2004) state that "any organization is an emotional environment because it is a human invention, fulfilling human aims, and depending on human beings to function... A system exists in its current shape

because of emotion, which also sustains it. According to their emotional reactions to organizational challenges as well as their attempts to avoid emotion, people and groups continue to organize themselves [8].

Leaders and employees in a firm or organization should have emotional intelligence in addition to technical intelligence. With greater self-management and self-control, leaders with EI may better understand their workforce, foster more welcoming and accessible work environments, and solve issues and make decisions. Under these circumstances, it is very likely that the company's performance will improve. Leaders with EI will be an inspiration and be able to communicate their thinking to their staff, increasing their productivity, happiness, and job satisfaction. Employees with EI are also more able to fit into a group, perform better, and have superior social awareness and social management skills. Additionally, they have increased contentment and stress management skills. Through a review of studies that have established a connection between EI Leadership and Team Effectiveness, this paper explains the significance of EI to an organization. To better comprehend the role that EI can play in a working environment, we highlight how EI is related to these two factors and offer a framework for corporate effectiveness.

The pivotal, useful, and constructive role that digital technologies play in the contemporary realm of emotional and leadership education can no longer be overlooked; rather, it must be vigorously emphasized and systematically integrated. To significantly strengthen the field of leadership and entrepreneurial education and foster a new generation of resilient innovators, we must actively encourage and facilitate the strategic adoption of digital technology across all educational domains and curricula levels. In this direction, educational institutions and policy-makers need to be inspired by, and rapidly adopt, well-established technological paradigms from various educational domains. These include: Mobile Learning and Devices [44], which democratize access to learning materials, enabling ubiquitous, micro-learning experiences and real-time collaboration among aspiring leaders. A Diverse Range of ICTs [45-49]: Serving as the infrastructure for interactive simulation tools, digital sandboxes, and virtual incubators where students can test business models risk-free. AI & STEM Robotics [50-54]: These cultivate algorithmic thinking, data-driven decision-making, and technological fluency—skills that are critical for navigating today's automated market landscapes. These advanced technologies and pedagogical paradigms do not merely digitize traditional content; they fundamentally enable, enrich, and enhance core educational processes such as evaluation, intervention, and instruction. By embedding these tools into emotional-leadership training, educators can make the transition from one-size-fits-all instruction to adaptive, personalized learning paths that cater to the unique strengths and weaknesses of each student. Furthermore, the integration of ICTs should not occur in a cognitive vacuum. Synthesizing digital tools with proven psychological frameworks—specifically theories and models of metacognition, mindfulness, and emotional intelligence development [55-60]—exponentially speeds up and improves educational practices and student outcomes. When technology is leveraged to enhance metacognitive and emotional awareness (such as self-monitoring and strategic reflection) alongside emotional intelligence, students develop the psychological resilience, empathy, and cognitive flexibility required to thrive as leaders and entrepreneurs. This holistic approach yields profound results, particularly in the domain of leader-employee communication, where success depends not only on commercial acumen but also on deep cultural empathy, ethical narrative-building, and community-centric innovation and leadership.

2 EMOTIONAL INTELLIGENCE DESCRIPTION AND MODELING

The idea of EI can be modeled in a variety of ways. The ability models, mixed models (also known as emotional models), social competence models, and trait models are a few examples of these [9]. The acknowledged model of emotional intelligence is the Mayer ability model. EI, according to Mayer and Salovey, is a cognitive skill that is distinct from but yet related to general intelligence. According to Mayer, Salovey, Caruso, and Sitarenios [10], emotional intelligence is specifically made up of four skill dimensions: (1) perceiving emotion (i.e., the capacity to recognize emotions in people, objects, and music); (2) facilitating thought with emotion (i.e., the capacity to use emotional information in one's thinking); (3) understanding emotions (i.e., the capacity to understand emotional information); and (4) managing emotions (i.e., the capacity to manage emotions for personal and interpersonal development). The perceptual emotion plays a crucial role in aiding thinking, comprehending emotions, and managing emotions thanks to the hierarchical arrangement of these skills. Higher order fundamental talents, which develop as a person ages, are the source of these branches. The objective evaluation of skills is what the psychometric tool they developed to measure emotional intelligence alludes to. The MEIS test (1999) was the first assessment created by Mayer, Salovey, and Carouso based on their theoretical framework for emotional intelligence. They then released an enhanced version, the MSCEIT exam (2002), which is broken down into the four branches of their theory [11]. Mixed models include the Bar-On model. His method is more psychological, and he views emotional intelligence as a set of social abilities that influence a person's conduct at different points in his life. Emotional and social skills, abilities, and facilitators make up emotional and social intelligence, in Bar-On's opinion. These components all link to one another and cooperate. They are essential for our ability to understand ourselves and others, communicate easily, and cope with the stresses of daily life. Among the competencies and skills listed in Bar-On's (2006) framework were the following: [...] the capacity to be aware of, understand, and express oneself; the capacity to be aware of, understand, and relate to others; the capacity to deal with intense emotions and control one's impulses; the capacity to adapt to change and to solve problems of a personal or

social nature. Interpersonal skills, adaptability, stress management, and general mood are all included in Bar-On's approach, which he eventually dubbed the Bar-On model of ESI [12]. In 1992, Bar-On created one of the first self-reports on emotional intelligence.

According to Daniel Goleman's mixed model from 1998, emotional intelligence/quotient is the capacity to understand our own feelings as well as those of others, to inspire ourselves, and to control our emotions for the benefit of both our relationships and ourselves. Academic intelligence is complemented by, but distinct from, emotional intelligence. Boyatzis and Goleman pointed out that their model is made up of elements sorted into four "clusters" including self-awareness, self-management, social awareness, and relationship management and that it has been expanded to include social and emotional competencies linked to effective performance in the workplace [14]. The Emotional Competence Inventory (ECI) exam, which has 72 items and may be administered to several people, was created to assess emotional intelligence [15]. The Trait Emotional Intelligence model, created by Petrides and Furnham in 2001, combines emotionally-related self-perceived skills and emotions that are present at the base of the personality hierarchy and are assessed using questionnaires and rating scales [16]. Our perceptions of our internal emotional world are fundamentally what the trait EI is all about. Trait emotional self-efficacy is another name for the same phenomenon. People with high EI rankings believe that they are "in touch" with their feelings and can regulate them in a way that promotes prosperity. These people may enjoy higher levels of happiness. The goal of the trait EI feature sample domain is to fully cover the emotional facets of personality. The assumption that emotions may be purposefully objectified in order to be reliably rated along IQ lines is rejected by trait EI. The adult sampling domain of trait EI has 15 facets, including adaptability, assertiveness, emotional awareness (of oneself and others), emotional expression, emotional regulation, impulsiveness (low), relationships, self-esteem, self-motivation, social awareness, stress management, trait empathy, trait happiness, and trait optimism [17].

3 APPLYING EMOTIONAL INTELLIGENCE IN LEADERS AND EMPLOYEES POSITIVE RESULTS

Studies and research on emotional intelligence in the workplace have shown that emotional intelligence plays a significant role in corporate development and performance at work, and that emotional intelligence-based leadership is one of the key elements in creating a productive working environment that empowers employees and encourages them to maximize their potential, which is directly related to the long-term business objective of most companies, which is to increase The quantitative empirical investigations in the literature review were carried out in a variety of organizational contexts and industries.

3.1 Emotional Intelligence and Leaders' Effectiveness

The success of the team and the company as a whole is the goal of leadership, according to Hogan et al. (1994) [18]. Another goal of leadership is to motivate people to commit themselves to the shared objectives and duties of an organization. Leadership is the verbal and nonverbal communication process that includes mentoring, inspiring, directing, guiding, and supporting or counseling others [19]. Emotional intelligence is a vital element of effective leadership, especially when leaders are working with teams, according to Goleman et al. (2002) [20]. According to Daniel Goleman's research from 2003, a leader needs to possess these five qualities to be successful: Self-awareness, self-regulation, motivation, empathy, and social skill are the first three. (1998) Goleman pointed out that leaders with EI are better at managing relationships and succeed in effective performance by the power of emotions [21]. Whether they are emotional and familiar or follow unwritten laws controlling success in organizational policy, people (leaders) who manage their emotions, who are aware of and in charge of their own feelings as well as recognize and effectively treat the feelings of others, are advantageous in every sphere of life. Additionally, empathy is regarded as a fundamental component in many leadership philosophies [22], which boosts productivity and empowers employees to collaborate and achieve shared objectives by inspiring, motivating, comprehending, and recognizing needs, strengths, feelings, and thoughts [23]. Neurological connections are the foundation of management that is founded on emotional intelligence and empathy [86]. Brain research has made ground-breaking discoveries that demonstrate how much of an impact a leader's emotions and behavior have on the people they are in charge of, particularly when that leadership is characterized by EI and empathy. The leader therefore has the power to motivate and inspire, to foster passion and excitement, motivation and dedication, to assist and comprehend subordinates and employees, and to give the assurance needed to resolve disagreements and problems in a productive manner [24].

Emotional intelligence, self-efficacy, and leadership effectiveness are all positively correlated, according to Ramchunder & Martins' 2014 study of 107 police officers [25]. In a management capacity, Batool (2013) investigated the link between effective leadership and emotional intelligence in Pakistan's private and public sectors, with a focus on the banking industry. A survey of 50 persons revealed a significant and gratifying relationship between leadership style and emotional intelligence [26]. In addition, 250 top level managers received a questionnaire from Gardner, Stough, & Co. in 2002. The questionnaire was completed by 110 participants, and the results suggested that there is a significant link between transformative leadership and total EI [27]. Castro et al. (2012) looked at the connection between EI and workers' inventiveness. The survey was conducted in a hospital, and information was gathered from managers and staff

using two questionnaires. Positive results were found for these two factors [28]. For the best of employees and for the company, there are many more empirical research that show this favorable association between EI and leadership performance [29–32].

3.2 Emotional Intelligence for Team Effectiveness

Teams are required in a variety of enterprises. Team members strive to accomplish the tasks, projects, and objectives that their companies have set for them while bringing a variety of complimentary abilities to the table [33]. Along with technical expertise, effective teams also need emotional aptitude. High EI teams can differentiate their work to improve the outcomes of the team and the organization as a whole. They can also face challenges or conflicts more constructively if they arise, think from various angles, and accept the diversity of people. High EI teams are also more creative, cooperative, and effective. They also help each other. Teams with high emotional intelligence skillfully manage and get the most from the personalities within the team, pay attention to both work and feelings, and regulate emotions in the team among the other members [34]. EI in a team fosters mutual respect, trust, and understanding among team members, which may promote improved involvement and collaboration, which in turn results in better decision-making, productivity, original ideas, and a flourishing work environment [35]. Every team member contributes to the total level of emotional intelligence, and the manager's involvement will result in stronger EI results. As it influences team efficiency, emotional intelligence is inextricably linked to the workplace, according to research by Appolus et al. (2016). Teams need members who can comprehend and control their own emotions as well as those of others [36].

The performance of teams is also positively impacted by team emotional intelligence, according to Aslan et al. (2008). The self-management factor has the biggest impact on team effectiveness, according to the study. The social awareness factor and team effectiveness were also found to be positively and significantly correlated [37]. In a recent study, Jordan and Lawrence (2009) pointed out that emotional intelligence is connected to better team behaviors and team performance [38]. Similar research, such as those by Elfenbein et al. in 2006, Chang et al. in 2012, Luca & Tarricone in 2001 [39–41], etc., have shown significant and favorable evidence for the connection between EI and team performance and effectiveness. Given the benefits of emotional intelligence in the aforementioned areas, it is concluded that when leaders and employees possess emotional intelligence, this can help them be more efficient and effective individually and as a team, which can help the entire company be more efficient and effective.

4 CONCLUSIONS

People are constantly bombarded with emotions, which follow them in all of their life's manifestations. It is impossible to separate humans from their emotions. When it comes to actions and reactions, emotional intelligence plays a role that is just as significant as cognitive ability. Emotional intelligence tends to grow when we develop greater emotional awareness, the ability to manage difficult emotions, good listening skills, and empathy. The value of EI is demonstrated by research results on both the leadership and employee sides. Organizations need employees that are qualified in both technical and emotional skills. EI in the leadership of a company has a direct impact on the retention of top talent, overall productivity, and employee morale, which also improves the working environment. Employees work better together as a team and have more solid interpersonal connections, which is crucial given that many businesses, companies, and organizations today are multigenerational. Employees that possess emotional and empathetic abilities are better able to communicate their feelings, understand themselves and their coworkers, deal with both positive and negative emotions, handle challenging situations, and create an environment that fosters cooperation and collaboration.

It's important to remember that Dewey employed the idea of cooperative intelligence in order to emphasize the significance of both collaboration and intelligence for a perfect and democratic society [42]. Due to the fact that collaboration improves interpersonal interactions, communication, and surroundings, cooperative intelligence together with emotional intelligence may be incorporated within enterprises. According to research findings, emotional intelligence can be one of a company's strong foundations, which will result in strong corporate governance [43]. Innovative approaches to corporate culture must be created and intervention training programs should be developed for the leaders, for the employees and for the workforce that is hired in a company to increase their EI levels. Software, apps, and virtual environments will also be beneficial for learning EI abilities in order to enhance intrapersonal and interpersonal interactions, job performance, and job success. To have a comprehensive picture of emotional intelligence in the workplace, research should be undertaken with larger samples, in a variety of industries, organizations, and businesses, as well as in practically all nations. As a result, integration activities for EI will be more thoroughly planned out and targeted. It is vital to note that cultivating emotional and empathic abilities takes time and effort, but that everyone will ultimately gain from them both personally and in terms of group collaboration.

STATEMENTS ON COMPLIANCE WITH ETHICAL STANDARDS

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The Authors proclaim no conflict of interest.

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