

Emotional Intelligence in Management and Public Relations: The Key to Effective Communication and Relationship Management

Melani Novakovska ¹

1. University "Ss. Cyril and Methodius", Justinianus Primus Faculty of Law, Skopje R.N.Macedonia - PhD in Communications

DOI:

Abstract

The development of exponential convergent digital technologies contributes to the increasing need for possessing skills and competencies in emotional intelligence. On one hand, this facilitates adaptation to drastic and everyday changes. On the other hand, it emphasizes the complex human touch in matters—empathy, active listening, and noticing the unsaid—as human advantages over artificial intelligence and machine learning.

Starting from the essence of public relations in executing effective communication and building and maintaining relationships with publics towards gaining trust, which contributes to the reputation of business entities, we can undoubtedly see the close connection and convergence between the two domains.

This paper concludes that, alongside the assumption of having sufficient cognitive intelligence and expert knowledge from the domain, it is particularly important to be dedicated to the development of emotional intelligence capabilities, towards achieving success in managing public relations.

By demonstrating the connection between public relations and possessing and managing emotional intelligence skills, towards building long-term relationships with the publics and credible organizations, this work aims to highlight the exceptional need for incorporating emotional intelligence skills into academic curricula, as well as the continuous implementation of training in the domain at the workplace.

Keywords: public relations, emotional intelligence, management, leadership, public relations management, educational qualifications.

Introduction

„Many data confirm that emotionally skilled people—those who know their feelings and successfully manage them—have an advantage in all areas of life, be it love and intimate relationships or understanding the unspoken rules that lead to success in organizational politics.“ (Goleman, 2006, p.66)

This work highlights the importance of possessing and continuously developing emotional intelligence skills for personal and professional success, especially in times of the information revolution, epitomized by significant advancements in artificial intelligence, algorithms, and robotics, and their increasing influence on workplace tasks.

According to the definition of public relations by Cutlip, Center, and Broom:

"Public relations are a managerial function that establishes and maintains mutually beneficial relationships between an organization and the publics on which its success or failure depends." (Cutlip et al., 2006, p.7)

This article, starting from the very core of public relations, derived from the previous definition, as well as the benefits of possessing emotional intelligence skills for success in relationships and career development, argues that it is of exceptional importance to incorporate a module on emotional intelligence into educational curricula.

Executing any activity from the domain of public relations, communication, management, creating and maintaining relationships, involving the public in overcoming problems, creating strategies, and adapting to changing environments, the possession and continuous development of emotional intelligence skills are of exceptional importance.

The importance of possessing and developing emotional intelligence skills on practicing and managing public relations is of exceptional significance in terms of the wide portfolio of work activities faced by professionals, such as effective communication (which this work defines as communication in which the other party feels understood, as a basis for openness, trust, and mutual respect), creating, maintaining relationships, scanning the environment, understanding the needs of affected parties, clearly expressing ethical and moral perspectives, impartiality, and proper use of emotions in the decision-making process, empathy, active/empathetic listening, influence, and development of others. Skills that are a human advantage, in the time of the information revolution. A period defined through exponential development of convergent technologies, artificial intelligence, machine learning, algorithms, social media, robotics. At the same time, a time in which "the appearance of computers capable of fulfilling goals and making decisions independently changes the fundamental structure of our information network"—according to Harari. (Harari, 2024, p.235). This represents an additional challenge for further research.

This Article concludes the need for introducing and developing competencies from the domain of emotional intelligence in undergraduate and postgraduate curricula in all domains, especially in public relations programs. It also highlights the need for enabling continuous training aimed at strengthening emotional intelligence competencies at the workplace, with a special focus on leadership positions.

Emotional Intelligence as the Foundation for Managers' Success

The need to identify factors that affect life and work success, efficiency, and adaptability of individuals and organizations, hindered by reliance solely on cognitive intelligence and the existing tests that measure it, prompts many authors to seek relevant factors beyond the domain of cognitive intelligence, specifically in non-cognitive factors.

This way, all theories within the paradigm of emotional intelligence seek to understand how individuals understand, perceive, use and manage emotions to predict and enhance personal effectiveness. (Emmerling & Goleman, 2003).

The development of scientific thought in this domain is noted in the 20th century. since when we can notice significant and broad impact.

Specifically, Thorndike (1920) writes about the existence of "variable amounts of different intelligences" and believes that alongside abstract intelligence, there is also "social intelligence," which he defines as the "ability to understand and manage men and women, boys and girls - to act wisely in interpersonal relations" (Cherniss, Goleman, 2001, p. 228). Wechsler recognizes "non-intellectual factors," affective and conative abilities, as part of general intelligence, which he argues must be included in tests for measuring overall intelligence or tests for measuring intelligent behavior. (Wechsler, 1943, p.103)

In the same vein, Leeper (1948) counters the common view in psychological scientific thought regarding emotion as a disorganized response, by affirming a motivational theory of emotions, which highlights that emotions produce organization rather than disorganization, viscerally, behaviorally, and in conscious experience. Emphasizing the need to pay attention to the development of emotional as well as intellectual skills among students. (Leeper, 1948, p. 20)

The capacity to know oneself and to know others is as inalienable a part of the human condition as is the capacity to know objects or sounds, and it deserves to be investigated no less than these other "less charged" forms.

Howard Gardner, *'Frames of Mind'* (1983:243/1993:257)

The above quote represents the foundation of emotional intelligence, as presented in Howard Gardner's work "Frames of Mind" (1983), which, in addition to distinct independent intelligences such as logical-mathematical, linguistic, musical, spatial, and bodily-kinesthetic, also includes two types of personal intelligences: access to and awareness of one's own feelings, affects, and emotions, which he names "intrapersonal intelligence," and the one directed towards the feelings of others, which he calls "interpersonal intelligence." The first is defined as „Access to one's own feelings and the ability detailed, to discriminate among them and draw accurate upon them to guide behavior; knowledge of one's own strengths, weaknesses, desires, and intelligences “. (Gardner 1983, Gardner and Hatch, 1989, p.6, Wood et al.,2000)

While the second is defined as “Capacities to discern and respond appropriately to the moods, temperaments, motivations, and desires of other people. “ (Gardner 1983, Gardner and Hatch, 1989, Table.1).

The term "emotional intelligence" was first used by Harvard professors John Mayer and Peter Salovey, who in 1990 proposed a theory of emotional intelligence. They viewed emotional intelligence as "the recognition and use of one's own and others' emotional states to solve problems and regulate behavior." (Mayer et al., 2000)

In 1997 and 2000, Salovey, Mayer, and Caruso defined emotional intelligence as "the ability to perceive and express emotion, assimilate emotion in thought, understand and reason with emotion, and regulate emotion in oneself and others." They framed emotional intelligence within a model of intelligence, clearly defining it as a model of abilities.

Bar-On (1998) made the first attempt to assess the Emotional Quotient EQ, in measuring well-being, "framing emotional intelligence within theories of personality, specifically in well-being." (Cherniss & Goleman, 2001, p.14).

Especially important in the global popularization and current relevance of the concept of "emotional intelligence" is Daniel Goleman, who highlights the impact of emotional intelligence on educational, professional, and personal success, as well as opportunities for its further development, presented through numerous examples and findings from research, focused in the bestseller "Emotional Intelligence - Why it Matters More Than IQ," published in 1995.

Within his work, Goleman emphasizes the importance of possessing emotional intelligence skills for life success as follows:

"Much data confirms that emotionally skilled people—those who know their feelings and successfully manage them—have an advantage in all areas of life, love and intimate

relationships, or understanding the unspoken rules that lead to success in organizational politics. " (Goleman, 2006, p.66)

He also highlights the support of emotional intelligence on cognitive reasoning in decision-making - "people with developed emotional abilities are more likely to be satisfied and productive in life and to be masters of their minds, which affects their effectiveness; and people who lack control of their emotional life lead internal struggles that incapacitate them to commit to work and rationally evaluate." (Goleman, 2006, p.66)

Three years later, he published another extremely important work "Working with Emotional Intelligence," in which, he is focusing on the impact of emotional intelligence on work success. In discussing "the excellence of some employees," Goleman emphasizes that the workplace standards are evolving. Today, professionals are evaluated not only on intelligence, training, or skills, they possess but also on their ability to manage themselves and interact effectively with others (Goleman, 2008, loc.89). In line with this, Goleman (1998) defines emotional intelligence as the capacity to perceive, understand, interpret, appreciate, and skilfully use emotions as a source of human energy, insight, trust, creativity, and influence.

Furthermore, emotional intelligence entails "managing emotions and expressing them in an appropriate and effective manner, which enables people to work unimpeded towards achieving common goals." (Goleman, 2008, loc.158)

Based on tens of thousands of studies, he points out that while having enough intellectual ability and technical knowledge to perform a job is taken for granted for someone to finish higher education, for someone to achieve work excellence, to be a "star in work performance," "the focus should be placed on personal qualities, such as initiative and empathy, adaptability, and persuasiveness." (Goleman, 2008, loc.95) According to Goleman, it is precisely the capabilities of emotional intelligence that help in deciding who gets hired and who gets promoted, especially in the excellence of leadership positions.

To overcome misinterpretations, Goleman explains – "my stance is that IQ will be a more powerful predictor than EI on individual career success, in career trajectory studies of large populations, because it sorts people before they start a career, determining which areas or professions they can enter. However, when studies focus on the workplace or the profession, to discover which individuals rise to the top and which fail, EI should prove to be a more powerful predictor of success than IQ." (Cherniss & Goleman, 2001, p.24)

Goleman makes the following assertion, that various emotional intelligence models share a fundamental aspect of the ability to both recognize and manage emotions, whether in oneself or in others. (Cherniss & Goleman, 2001, p.14)

Goleman also points out that unlike IQ, emotional intelligence skills can be learned and cultivated throughout life. (Emerling & Goleman, p.21)

In the context of this work, which focuses on the work performance of public relations managers, Goleman's model is chosen due to its focus on success in work performance, with particular attention to leadership positions. Primarily, his framework for leadership competencies will be used, part of the work "Primal Leadership" from 2013, supported by views from frameworks presented in 1998 and 2001.

His framework for emotional intelligence is composed of four domains, whose development contributes to organizational success or success at the workplace, especially in leadership positions, which are the subject of this work.

Namely, the four main domains of emotional intelligence are: self-awareness, self-management, social awareness, and relationship management/others, which consist of 18 dimensions.

The emotional intelligence competencies appear to fall into two broad categories: personal competencies involving self-awareness and self-management, and social competencies that involve perceiving and understanding the emotions of others. Emotional "competence" in this context is defined by Goleman as a skill learned from emotional intelligence that enables outstanding performance in professional life. (Goleman, 1998b; 2002, cited in Stedman & Andenoro, 2007). He

shows that the higher positioning of the leader makes emotional competencies more crucial. (Goleman & Emerling)

Table 1. A Framework for Leadership Competencies, Goleman & Boyatzis (2013)

<p>SELF-AWARENESS</p> <ul style="list-style-type: none"> • Emotional self-awareness • Accurate self-assessment • Self-confidence 	<p>SOCIAL-AWARENESS</p> <ul style="list-style-type: none"> • Empathy • Organizational awareness • Service orientation
<p>SELF-MANAGEMENT</p> <ul style="list-style-type: none"> • Emotional self-control • Transparency • Adaptability • Achievement drive • Initiative • Optimism 	<p>RELATIONSHIP MANAGEMENT</p> <ul style="list-style-type: none"> • Inspirative Leadership • Influence • Developing Others • Catalysing Change • Conflict management • Teamwork and collaboration

According to the simplified model of EI (Goleman and Boyatzis, 2013, loc. 3941-3992), the four dimensions and associated competencies are as follows:

Personal Competencies

These determine how we recognize and manage our own emotions.

Self-Awareness

Self-awareness is one of the four domains of emotional intelligence and pertains to the knowledge of one's own emotions through their recognition, evaluation, and trust in one's values (Cherniss & Goleman, p.33). Self-awareness correlates with Socrates' advice "know thyself" and represents "awareness of one's feelings at the moment they arise" (Goleman, 2006, p.30).

Goleman (Goleman, 2006, p.487) "defines self-awareness as 'studying oneself and recognizing one's own feelings; creating a lexicon of feelings; understanding the connection between thoughts, feelings, and reactions. Leaders who possess a high degree of self-awareness are attuned to their internal signals, recognizing how their emotions affect them and their work performance... they can see the big picture in complex situations and ... possess good constructive criticism. (Goleman et al., 2013)

Self-awareness competency is learned. For example, Travis Bradberry and Jean Greaves highlight that "a surprising factor about self-awareness is that simply thinking about it helps improve the skill" (Bradberry & Greaves, p.36).

- **Emotional self-awareness** reflects the ability to recognize one's own emotions and their impact on our performance, based on which we can further conclude our strengths and weaknesses. (Cherniss & Goleman, p.33) For leaders, emotional self-awareness represents the ability to see the big picture in complex situations, through understanding one's own emotions and their impact on work performance, and using internal intuition based on the values that guide the decision-making process. (Goleman et al., 2013)
- **Accurate self-assessment:** represents the competency to recognize one's strengths and weaknesses, capabilities, and limitations, seeking and valuing feedback, accepting criticism, and learning from mistakes, thereby enabling an accurate assessment of the need for development and improvement in a given domain. (Cherniss & Goleman, p.33)
- **Self-confidence:** awareness of one's values and capabilities, as a reflection of high internal standards. Knowing one's strengths, the sense of presence, and self-assurance distinguish them from the group. (Goleman et al., 2013, loc.3941-3992)

Self-Management

Self-management represents the second domain of emotional intelligence. It aids in regulating and controlling disturbing emotional influences and impulses. A peak

achievement in self-management is the state of "flow," described as "emotional intelligence at its highest level... 'flow' is likely the pinnacle of restraining emotions to achieve success. During 'flow,' emotions are not only contained and directed but are also positive, intense, and focused on a specific task" (Goleman, 2006, p.155).

- **Emotional Self-Control:** represents the competence not to allow emotions to overwhelm us, through controlling impulses, maintaining calmness, focus, and awareness in conflict situations and discussions, and channeling emotions in a useful manner. This is particularly a crucial leadership competence in unpredictable and conflict situations, statements, and discussions. (Cherniss & Goleman, p.34, Goleman et al., loc.3941-3992)
- **Transparency/Trustworthiness:** Transparency is fundamental to trust and integrity in individuals. The competency entails openly expressing one's emotions, beliefs, and actions based on personal principles and values. Leaders with this ability openly express their disagreements and recognize mistakes in others, while also openly acknowledging their own mistakes (Goleman 2008; Cherniss & Goleman, 2001; Goleman and Boyatzis, 2013). As Goleman (1998) noted, it is critically important to create an environment of openness and transparent communication to achieve any success within an organization.

Individuals with communication competence are effective in giving and receiving emotional information, directly tackling difficult topics, they are good listeners and encourage open information exchange. They facilitate communication by being open to good and bad news.

This competence also entails emotional self-regulation and empathy, as effective dialogue relies on being alert to others' emotional states and resisting reactions that could intensify negative emotions (Cherniss & Goleman, p.37).

- **Adaptability:** flexibility in adapting to changing situations, data, or overcoming obstacles; adaptable leaders handle numerous challenges without losing focus, are open to new ideas, and have a creative approach to solving challenges (Goleman 2008; Goleman and Cherniss, 2001; Goleman and Boyatzis, 2013).
- **Achievement Drive:** the driving force for continuous improvement of performance and achieving internal standards of excellence for oneself and others; leaders with this competency are characterized by high standards, continuous striving for improvement, readiness to take calculated risks, setting visionary goals, and supporting an innovative culture.
- **Initiative:** represents the competency that encompasses the proactive approach of individuals/leaders in taking actions and utilizing or creating opportunities. In this way, leaders avoid problems before they arise or gain an advantage. (Cherniss & Goleman, p.37)
- **Optimism:** Seeing the positive side in others, events, and future challenges.

Social Competencies

Social competencies determine how we recognize, read, understand, and manage emotions and relationships with others and groups. A key competency in this domain is empathy. Goleman states that leaders characterized by a high level of social competencies listen attentively and can read the unspoken; they can decipher key power relations and unwritten rules; they carefully monitor customer satisfaction to ensure that customers receive what they deserve.

Social Awareness Social awareness represents the third domain of emotional intelligence. These abilities determine how we read the emotional states of other people and the environment.

- **Empathy:** possessing an awareness of others' emotions, understanding their perspectives, and being conscious of their concerns and needs, through a process of active listening and observing non-verbal signals from others (voice, posture, facial expression). To possess empathy, it is essential first to understand

our own emotions, specifically to have self-awareness. (Cherniss & Goleman, p.37). According to Goleman (Goleman et al., loc.3941-3992), empathy enables leaders to easily handle individuals from different cultural and social backgrounds.

- **Organizational Awareness:** reading the inter-personal and organizational dynamics at a political, business, and social level, as well as observing inter-personal relationships and the decision-making process and policies of influence at an institutional level. Leaders who possess this competency successfully detect key social networks and power relations and read the unwritten rules within the organizational environment and within the internal functioning of the organization.
- **Service Orientation:** recognizing, identifying, and continuously working towards meeting the needs and addressing the concerns of employees, the broader public, and specific publics, while having a long-term perspective on inter-personal relations and trust. (Cherniss & Goleman, p.36)

Relationship Management

Managing relationships with other people represents the fourth domain of emotional intelligence.

"In a fundamental sense, the effectiveness of our skills in building interpersonal relationships depends on our ability to adapt or influence another person's emotions," emphasizes Goleman (Cherniss & Goleman, p.31-32).

Leaders who possess relationship management competence, according to Goleman (2001), unite everyone around a common goal, making the work environment exciting; they are persuasive, able to sell the idea; they are natural mentors; they assess the need for changes and lead the change; they uncover conflict from all aspects, understanding all sides and then direct it towards the envisioned goal; they generate a friendly atmosphere and are a model of respect, assistance, and collaboration. (Goleman et al., 2013).

- **Influence:** Adjusting, coping, and managing other people's emotions through sensing their feelings, ensuring involvement, adjusting one's responses, and applying tactics of persuasion to extract the best possible outcome for all. This requires self-management competency as well as social awareness - empathy.
- **Developing others:** Sensing the needs for development in others and enhancing others' capabilities through feedback and mentoring; "evidence suggests that emotionally intelligent leadership is crucial for creating a work climate that nurtures employees and encourages them to give their best. This enthusiasm, in turn, pays off through improved business performance." (Cherniss & Goleman, p.36, p.42)
- **Conflict Management:** Entails overcoming disagreements through open communication, involvement, understanding the emotions and perspectives of all parties, and working towards the best mutual solution. "Noticing problems when they arise and taking steps to calm involved parties. Meanwhile, the art of listening and empathy are key skills in dealing with difficult people and situations through diplomacy, encouraging debate, and open discussion, and orchestrating a win-win situation. Effective management of conflicts and negotiations are crucial in the long run, in symbiotic business relationships." (Cherniss & Goleman, p.37). Leaders managing conflicts "bring conflicts to the surface, acknowledge the feelings and viewpoints of all involved parties and redirect the energy towards a common ideal." (Goleman et al., 2013, loc.3941-3992)
- **Inspirational Leadership:** Leading with a relevant vision that inspires others, through involvement, understanding others, and nurturing diversity, towards achieving a common goal and mission. They provide a sense of a common purpose beyond the day-to-day work duties, making work exciting. Leaders in this way strengthen the sense of belonging, by enabling a collective contribution to the common mission and vision.

- **Change Catalyst:** Involves the competence in leading, managing, and directing towards new directions. It represents "leaders' ability to recognize the need for changes, remove obstacles, challenge the status quo, and enlist others in pursuit of new initiatives." (Cherniss & Goleman, p.38)
- **Teamwork and Collaboration:** Teamwork depends on the collective EI of its members; "Collaboration is especially crucial for managers' success; a deficiency in the ability to collaborate with colleagues is cited as the most common reason for managers' dismissals in one study" (Sweeney, 1999). Team members tend to share moods, good and bad - with good moods improving performance. (Totterdell et al. 1998). Positive emotions and harmony among top management predict their effectiveness (Barsade and Gibson, 1998). (cited in Cherniss & Goleman, p.38). Additionally, according to Goleman (Goleman et al., loc.3941-3992), "leaders who are capable team players generate an ambiance of friendly collegiality and represent a model of exemplary help and collaboration."

Goleman concludes that considering the value of competencies based on emotional intelligence on personal and organizational effectiveness, there is a clear need to integrate this assessment into our organization. (Cherniss & Goleman, p.43)

Public Relations in Correlation with Emotional Intelligence Competencies

Public Relations is defined as a function of management, that builds and maintains reciprocal relationships between an organization and its publics, which are essential to the organization's success. (Cutlip et al. 2003; Cutlip, Center and Broom, 2006, p. 6).

In the direction of ensuring mutually beneficial relationships between the organization and the public, as well as adapting the organization to its environment, public relations managers face numerous activities according to Theaker (Theaker A, Table1.1 Rough guide to the main activities in public relations, p.10):

- Internal communication.
- Corporate public relations.
- Media relations.
- Business relations.
- Public affairs.
- Community relations and social responsibility.
- Investor relations.
- Strategic communication.
- Issues management.
- Crisis management.

Furthermore, the respondents of the ECM (European Communication Monitor) view the contribution of public relations to organizational goals through:

- Building intangible assets (reputation, brand, organizational culture) – 72%;
 - Facilitating business processes (influencing consumer preferences, generating public attention, motivating employees) – 64%;
 - Adapting organizational strategies (identifying opportunities, integrating public concerns) – 49%;
 - Providing maneuvering space (managing relationships, crisis management) – 48%.
- (Zerfass et al., 2010, p.31)

All the above-mentioned activities that public relations managers daily face, and the listed activities that contribute to organizational goals, mostly depend on the managers' ability to create and maintain relationships, through involving the public and open effective communication and dialogue, aiming to understand the needs of the publics and adapting strategies for the institution to quickly and complexly change and challenges from technological, social, economic backgrounds, implying a critical need for possessing and developing emotional intelligence competencies. The skill in managing relationships is the foundation of successful work in the field of public relations. Public relations managers, for the most part of their work, are faced with creating and maintaining relationships within and outside the organization.

Managing relationships is one of the key domains of emotional intelligence. The competencies from the relationship management domain help in successfully creating and maintaining relationships, successful adaptation, and successfully dealing with challenges and crisis situations, leading and inspiring others, especially pronounced in the highly variable communication reality, as a result of new exponential and convergent technologies and the changing media landscape.

However, success in managing relationships is impossible if the public relations manager does not possess self-awareness and self-management skills, specifically knowledge of their strengths and weaknesses and the ability to control emotions, as well as striving for a positive outcome of challenges, and creating trust through transparency in communication, having a drive for achievements, creativity, initiative, and optimism in approaching and overcoming problems.

Simultaneously, without the skills for active listening and empathy, scanning the environments and challenges, involving the publics, the ability to assess the unspoken, full focus on the challenges and concerns of the stakeholders and the general public, and possessing a drive to overcome them, without possessing the competencies of social awareness, it is impossible to successfully perform the tasks of public relations managers. To evoke emotions in the public, as part of Aristotle's pathos ("pathos"), albeit in a much more developed democratic form, it is necessary to know what the public feels, thinks, and what their challenges are, to understand them through dialogue and empathy in the direction of finding a mutually beneficial solution.

From this, we can conclude that in carrying out every activity in the domain of public relations, management, creating and maintaining relationships, involving the public in overcoming problems, creating strategies, adapting to changing environments, possessing and continuously developing emotional intelligence skills is of exceptional importance. In relation to this work, we can conclude that besides the assumption of possessing sufficient cognitive intelligence and expert knowledge from the domain, it is particularly important to be dedicated to the development of emotional intelligence capabilities, in the direction of achieving success in managing public relations.

By demonstrating the connection between public relations and possessing and managing emotional intelligence skills, in the direction of building long-term relationships with the publics and credible organizations, this work aims to highlight the exceptional need for incorporating emotional intelligence skills into academic curricula, as well as continuously conducting training in the domain, in the workplace.

The development of exponential convergent digital technologies contributes to the increasing need for possessing emotional intelligence skills, on one hand, in the direction of easier adaptation to drastic and everyday changes, and on the other, in emphasizing the complex human touch in matters - empathy, active listening, and noticing the unsaid, as a human advantage over artificial intelligence and machine learning. In this direction, as support for this claim, findings from published work on this topic are highlighted where the authors (Novakovska et al, 2019) emphasize that:

"The strong belief in the importance of possessing and continuously developing emotional intelligence skills on the life and business success of individuals, especially in times of significant development of artificial intelligence and robotics and their increasingly greater influence in the practice of work tasks, leads the authors to single out emotional intelligence as a module which is particularly important to incorporate in higher education curricula." Emotional intelligence embeds the human touch to things, something that individual cognition and technology cannot. As support for the claim, Goleman cites an example of a human reaction in a crisis situation, highlighting that she (a stewardess) was able to hit exactly the right emotional note - something that cognitive abilities alone are not sufficient for, by definition they lack the human talent for feelings. All abilities of emotional intelligence involve a certain degree of skills in the affective domain, along with the skills of any cognitive element that is in play in each ability. This is in stark contrast to the purely cognitive aspects of intelligence, which, to a large extent, computers can be programmed to perform to the same extent as humans. (Cherniss & Goleman, p.14)

Exponential opportunities for communication and presentation do not offer success until they are correlated with developed skills of emotional intelligence, especially in the domain of empathy, active listening, and building and maintaining relationships, as well as overcoming the fear of failure, which directly affects the limitation of creativity and innovation. Additionally, opportunities for developing emotional intelligence skills, especially empathy, are increased with developments in the domain of virtual reality, which offers a chance for practical learning. (Novakovska et al., 2019)

Through the development of emotional intelligence skills, it will contribute to creating and maintaining long-lasting relationships with the publics, based on understanding the needs of the public, greater involvement of the public, as well as success in managing within the organization, which will contribute to the overall success and development of the organization.

In the direction of proving the hypothesis that emotional intelligence has a strong influence on the success of public relations managers' work, assuming that they are well-acquainted with the activities of the organization they represent and the essence of the role of public relations, a study was conducted in the Republic of Macedonia (Novakovska, 2015). The respondents are public relations managers and journalists, where the needs for possessing competencies from the four domains of emotional intelligence for successful performance of tasks in the domain of public relations were analyzed. The conclusion is that emotional intelligence skills have a significant influence on the success of the work of the public relations manager, specifically all four, separately considered, competencies of emotional intelligence and their skills are particularly important. According to the results of the survey, the most important skills for each separate competency can be distinguished: self-confidence, self-control, organizational awareness, the ability to manage problems, and the ability to make a good impression. According to the above, it is necessary for the management of each institution to pay particular attention to the coefficient of emotional intelligence in the recruitment process of public relations managers, as well as to care for continuous improvement in the domain of emotional intelligence and the most important skills mentioned above, from which further recommendations will arise.

The Need to Incorporate Emotional Intelligence into Curricula

The examples from the literature review undoubtedly point to the necessity of integrating emotional intelligence into undergraduate and postgraduate curricula, especially in public relations studies, to prepare individuals for more successful handling of workplace challenges and for creating more successful, responsible, authentic leaders and organizations.

If our challenge as a profession is to prepare individuals for the working world and to meet the needs of employers, it is imperative to place a strong emphasis on emotional intelligence and critical thinking. If we can combine these two concepts in the curricula, we are much more likely to reach students, contribute to their transformation and development into leaders (Steadman, 2007). In this regard, Steadman highlights the existence of a positive win-win interdependence between emotional intelligence and critical thinking.

The importance of possessing emotional intelligence skills in the decision-making process is noted by Jensen (1998), who points out that emotions not only help us make faster and better decisions but also make decisions of better quality based on values. He also emphasizes the importance of incorporating emotions into the learning process in the classroom.

Goleman (Cherniss & Goleman, p.14-15) points out that SEL programs, or Social and Emotional Learning (SEL) programs, are part of the K-12 curriculum. However, these are not found in the curricular content at the university level.

Jago (1982) emphasizes that unlike relatively stable traits and characteristics, behavioural patterns can be changed through instruction and practice. Conceptualizing

leadership in relation to the behavioural models of the leader suggests that effective leadership is an acquired skill and, therefore, can be learned. This conclusion once again proves the need and possibility for further shaping of managers in the domain of leadership and emotional intelligence competencies, as two closely related concepts.

Goleman (Cherniss&Goleman, p.43) concludes that considering our new understanding of the key role that emotional competencies play in individual, group, and organizational success, the implication for education is clear - we need to help young people master these competencies as basic life skills.

Dale Carnegie (Carnegie, D., 2004) as early as 1936 published the work "How to Win Friends and Influence People," in which emphasis is placed on the art of dealing with people in everyday business situations and the need for education - teaching in that direction.

In the direction of better understanding and dealing with people, Carnegie (Carnegie D., p.14) highlights numerous principles that will help us in everyday and business dealings with people.

It is important to consider that, when interacting with people, we are not engaging with purely logical beings. "We are dealing with emotional beings filled with prejudices and motivated by pride and vanity." For which he assesses that "it takes character and self-control to understand and forgive them."(Carnegie, 2004, p.14)

Guided by the above, this work concludes the need for the introduction and development of emotional intelligence competencies in curricula for undergraduate and postgraduate studies, especially in public relations programs. It also should enable continuous training aimed at strengthening the emotional intelligence competencies in the workplace, with a particular emphasis on leadership positions.

Findings on the Positive Effects of Emotional Intelligence on Work Performance

The need and positive results from the development of emotional intelligence and leadership skills are evident in numerous studies that examine this area. Below are some of these findings:

The factors influencing organizational performance are varied and complex. The theory of emotional intelligence highlights that EI-driven leadership has a positive impact on the organizational climate, and the overall performances.

Data provided by Hay/McBer indicate not only that EI-based leadership can be the most important driver of climate, but also that the climate can account for 20-30% of organizational performance (Goleman, 2000b). If these findings are confirmed, the implications largely support the inclusion of EI as a criterion for selection, promotion, and development: such application becomes a competitive strategy. (Cherniss & Goleman, 2001, p.43)

A study exploring the impact of emotional intelligence on employees at the workplace, and the degree of their awareness of emotional intelligence, concludes that emotional intelligence is related to every aspect of job performance and is of utmost importance in today's world. Hence, emotional intelligence plays a vital role in life success.

According to findings from the conducted research and the determination of the average level of emotional competencies among most participants, the authors suggest, "implementing regular programs at the workplace by the training and development team, aimed at improving the level of emotional intelligence which will contribute to developing superior job performances." (Kannaiah, 2015, p.153)

Findings on the Positive Effects of Incorporating the Concept of Emotional Intelligence into Curricula

Longitudinal study conducted at the Weatherhead School of Management at Case Western Reserve University by Boyatzis, Cowan, and Kolb (1995), examined if

emotional competencies could be developed along with cognitive ones. Findings suggest that emotional intelligence competencies can be seriously developed, with lasting impact, as well. (Emerling & Goleman, p.21-22). The research was conducted on students (actually, active participants) of a Competency Building course, where assessments of their current emotional competencies were made, based on which they chose competencies they wanted to develop, leading to the creation and implementation of an individual development plan.

Another study conducted by Nelis et al. (2009, p.36) investigates in the same direction, whether it is possible to increase emotional intelligence, where some participants attend a short EI training, while others do not. Within this research, a significant increase in the identification of emotions and the ability to manage emotions was discovered among the training group. Subsequent measurements over a six-month period reveal that the changes are still present—persistent. The abovementioned findings indicate that emotional intelligence skills can be enhanced.

Jensen (1998) advocates for education in the domain of emotional intelligence and critical thinking that will help develop students as leaders. "...If the educator can emotionally engage students, we can influence the disposition for critical thinking, and likewise, cultivating the disposition for critical thinking can influence emotional intelligence. This is a win-win for the leadership class." (Stedman, 2007)

Concluding Insights

Possessing and continuously developing emotional intelligence skills is of exceptional importance, especially in the field of management, leadership and education. Emotional intelligence contributes directly to organizational performance and leadership effectiveness.

In relation to this work, we can conclude that besides the assumption of possessing sufficient cognitive intelligence and expert knowledge from the domain, it is particularly important to be dedicated to the development of emotional intelligence capabilities, in the direction of achieving success in managing public relations.

The examples from the literature and conducted research led us to the following concluding observations of this work, expressed in the form of recommendations for future actions.

It is necessary for higher education institutions, as well as training centers, to work on the development of emotional intelligence skills, through their incorporation into curricula across a wide range of domains.

It is crucial to incorporate and develop emotional intelligence competencies in undergraduate and postgraduate programs for public relations.

Companies need to invest in the development of emotional intelligence skills among employees to achieve organizational success.

Creation of short-term programs and modules for acquiring domain skills and for professional upskilling and reskilling (both online and with physical presence).

Use of new technological tools in the development of skills in the domain. Specifically, the opportunities for developing emotional intelligence skills, particularly empathy, are enhanced by advancements in the domain of virtual reality, which offers opportunities for practical learning. In this direction, there is a need for encouragement to apply and further develop new models of learning and skill acquisition.

References

1. Bredberi T., & Grivs, D., (2011). *Emocionalna inteligencija 2.0*. Beograd: Alnari.
2. Carnegie D., (2004, First Published 1936). *How to win friends and Influence People*. Vermillion, Great Britain.
3. Cutlip S.M., Center A.H., & Broom, G., (2003). *Odnosi s javnoscu*. Zagreb: Naklada Mate.

4. Cutlip, S.M., Center A.H., & Broom, G., (2006). *Effective public relations*, ninth edition. Pearson.
5. Cherniss, C., & Goleman D., (2001). *The Emotionally Intelligent Workplace*, Jossey-Bass, San Francisco.
6. Emmerling, J.R., & Goleman, D. (2003). *Emotional Intelligence: Issues and Common Misunderstandings*. The Consortium for Research on Emotional Intelligence in Organizations (www.eiconsortium.org).
7. Gardner H., (1983, 1993). *Frames of Mind, The Theory of Multiple Intelligencies*. Second Edition, Basic Books, A Member of the Perseus Books Group, New York.
8. Gardner H., (1999). *Intelligence reframed: Multiple intelligences for the 21 st century*. New York: Basic Books.
9. Gardner, H., Hatch, T., (1989). *Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences*. *Educational Researcher*, Vol. 18, No. 8 (Nov., 1989), pp. 4-10. American Educational Research Association. DOI: <http://www.jstor.org/stable/1176460>
10. Goleman D., Boyatzis R., & Mc Kee, A., (2013). *Primal Leadership*, Kindle Book, Location.
11. Goleman D., (2008). *Working with Emotional Intelligence*. Bantam Books, New York, kindle reader.
12. Големан, Д., (2006). *Емоционална интелигенција*. Скопје: Матица македонска.
13. Grayson, R. (n.d.). *Emotional Intelligence: A Summary*. Retrieved in 2016 from <http://www.visionrealization.com>
14. Harari, N. J., (2024). *Nexus: A Brief History of Information Networks from the Stone Age to AI*. Random House, New York.
15. Jago A.G., (1982). *Leadership: Perspectives in Theory and Research*, *Management Science*, 28(3), (Mar. 1982), pp. 315-336.
16. Kannaiah D., & Shanthy R., (2015). *A Study on Emotional Intelligence At Work Place*, *European Journal of Business and Management*, 7(24), pp.147-154.
17. Leeper R.W. (1948). *A motivational theory of emotion to replace 'emotion as disorganized response'*. *Psychological Review.*, 55, 5-21.
18. Mayer, J., Salovey, P., & Caruso, D. (2000). *Models of Emotional Intelligence*. In R. Sternberg (Ed.), *Handbook of Intelligence* (pp. 396-420:396). Cambridge: Cambridge University Press. DOI:10.1017/CBO9780511807947.019
19. Nelis D., Quoidbach J., Mikolajczak M., & Hansenne N., (July 2009). *Increasing emotional intelligence: (How) is it possible?* *Personality and Individual Differences* 47(1), pp.36-41.
20. Novakovska M., Stojkov A., & Pehcevski J., (2019). *Educational Challenges in the 21-st Century: Towards a Framework for University Curricula Development*. *Conference Proceedings of the 3rd International Scientific Conference on Business & Economics*, SEEU-Tetovo.
21. Новаковска, М., (2015) „Влијанието на емоционалната интелигенција врз успешноста на работата на менаџерите за односи со јавноста“, магистерска работа, УТМС, Скопје.
22. Salovey P., & Mayer, J. D., (1990). *Emotional intelligence*. Baywood Publishing Co., Inc.
23. Stedman, N., & Andenoro, A. (2007). *Identification of Relationships between Emotional Intelligence Skill & Critical Thinking Disposition in Undergraduate Leadership Students*. 2007 -6(1), *Journal of Leadership*. DOI: https://journalofleadershiped.org/jole_articles/identification-of-relationships-between-emotional-intelligence-skill-critical-thinking-disposition-in-undergraduate-leadership-students/
24. Theaker, A., (2012). *The Public Relations Handbook*, Routledge, London, and New York.
25. *The Journal of Abnormal and Social Psychology*, in Randall Grayson (2012), *Emotional intelligence: A summary*, www.visionrealization.com

26. Wechsler, D. (1943). Non-intellective factors in general intelligence. *The Journal of Abnormal and Social Psychology*, 38(1), 101–103. <https://doi.org/10.1037/h0060613>
27. Wood, E. S., Wood, E.G., & Boyd D., (2011). *The World of Psychology*. Seventh Edition, Boston: Pearson Education.
28. Zeffass A., Tench R., Verhoeven P. & Vercic, D., (2010). European Communication Monitor 2010. Status quo and challenges for Public Relations in Europe. Results of an empirical survey in 46 Countries. EUPRERA, EACD. DOI: https://www.researchgate.net/publication/261363992_European_Communication_Monitor_2010_Status_Quo_and_Challenges_for_Public_Relations_in_Europe_Results_of_an_Empirical_Survey_in_46_CountriesContent