

EMOCIONALNA INTELIGENCIJA U LIDERSTVU**EMOTIONAL INTELLIGENCE IN LEADERSHIP****Prof. dr Zoran lukić**Univerzitet u Banjoj Luci, Ekonomski fakultet u Banjoj Luci
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Professional paper**REZIME**

Kako bi poslovni sistemi u današnje vrijeme bili spretni i uspješni u rješavanju problema i prilagođavanju brojnim promjenama koje svakodnevno nastaju, potrebno je da imaju sposobne lidere koji će u takvim uslovima biti u mogućnosti da upravljaju sopstvenim emocijama. Upravo iz tog razloga osnovna tema ovog rada jeste liderstvo, sa posebnim fokusom na emocionalnu inteligenciju u liderstvu. S obzirom na značaj i ulogu koju lideri imaju za efikasno funkcionisanje svakog poslovnog sistema, svrha ovog rada jeste da opiše različite karakteristike koje uspješni lideri treba da posjeduju kako bi omogućili postizanje pozitivnih rezultata poslovanja.

Na osnovu analize i provedenog istraživanja, u radu se došlo do određenih zaključaka kojima se dokazuje da emocionalna inteligencija pozitivno utiče na uspjeh lidera, a, samim tim, i na poslovni uspjeh cjelokupnog preduzeća. Ovim se ističe značaj emocionalne inteligencije i emocionalno inteligentnih lidera za poslovanje različitih organizacionih sistema.

Ključne riječi: emocionalna inteligencija, liderstvo, menadžment, poslovni sistem, poslovni rezultat.

UVOD

U današnje vrijeme veliki lideri su oni koji podstiču i bude ono najbolje u drugima. Kada

ABSTRACT

In order to prepare and assist today's systems in problem solving and in adapting to many changes that occur daily, it is necessary to have capable leaders who would be able to manage their own emotions in such circumstances. For that very reason, the basic issue of this paper is leadership, with a particular focus on emotional intelligence in leadership. With regards to the importance of the role the leaders have for the efficient functioning of any business system, the purpose of the paper is to describe various characteristics that successful leaders require to possess in order to accomplish positive business results.

On the basis of the analysis and research conducted, the authors came to certain conclusions proving that the emotional intelligence positively affects the success of leaders, and, consequently, the business success of the entire company. Such occurrence emphasizes the importance of emotional intelligence and emotionally intelligent leaders for operational performance of various organizational systems.

Keywords: emotional intelligence, leadership, management, business system, business performance indicators.

INTRODUCTION

Nowadays, great leaders are those who encourage and bring out the best in others. When

se pokušava objasniti uspjeh jednog lidera, uvijek se govori o strategiji, viziji ili o snažnim i velikim idejama. Međutim, suština njihovog uspjeha jeste u nečem drugom, a to je u činjenici da veliki lideri pokreću emocije. Kada lideri nešto odluče, njihov uspjeh zavisi od načina na koji to čine. Čak i ako sve ostalo urade kako treba, ništa neće funkcionisati onako dobro kao što bi moglo ili kako treba da funkcioniše ako oni ne ostvare primarni zadatak a to je usmjerenje emocija u odgovarajućem pravcu.

U savremenim, promjenljivim i turbulentnim uslovima poslovanja, preduzeća se suočavaju sa velikim, naglim i neočekivanim promjenama. Da bi se uspješno adaptirala novonastalim situacijama i izbjegla moguće probleme i krize, preduzeća moraju biti vođena od strane uspješnih lidera. Postavlja se pitanja kakvi su to lideri i koji su to načini razvoja onih lidera koji će biti sposobni da uspješno vode poslovanje preduzeća, što predstavlja i problem istraživanja u ovom radu. Pojmom i istraživanjem lidera, emocionalne inteligencije, kao i njihovim uzajamnim vezama i djelovanjima bavili su se različiti naučnici, a među njima i psiholozi, sociolozi, ekonomisti ali i ljekari. Osnovni cilj ovog rada jeste pružanje slike o različitim vrstama lidera i upoznavanje sa emocionalnom inteligencijom i njenim značajem, kao i ulogom koju ima u uspjehu lidera u savremenom turbulentnom okruženju u kojem posluju današnja preduzeća.

U ovom radu se polazi od osnovne hipoteze da emocionalna inteligencija direktno utiče na uspjeh lidera. Rad sastoji se iz dva dijela. U prvom su opisani pojam, uloga i značaj emocionalne inteligencije. Takođe je predstavljena i njena struktura, a prikazane su njene osnovne komponente. Drugi dio rada odnosi se na samo liderstvo. U ovom dijelu objašnjen je pojam lidera, nakon čega su predstavljeni i različiti stilovi liderstva.

LIDERSTVO ZASNOVANO NA EMOCIONALNOJ INTELIGENCIJI

U današnje vrijeme evidentno je postojanje mnogobrojnih veoma brzih i radikalnih promje-

trying to explain the success of a leader, the main topics are always the strategy, vision or strong and great ideas. However, the essence of the leaders' success lies in something else - the fact that great leaders instigate emotions. When the leaders decide on an action, their success depends on the method they perform. Even if they manage to do everything else right, nothing will work as well as it could or should function if they fail to achieve the primary task - guiding emotions in the right direction.

In modern, unstable and turbulent business environment, companies are faced with large, sudden and unexpected changes. In order to successfully adapt to new situations and avoid potential problems and crises, companies are to be led by successful leaders. The question is what are such leaders like and what are the development methods of those leaders who would be able to successfully lead the company's operations, which is the research objective of the paper. Numerous scientists, including psychologists, sociologists, economists and doctors conducted research on the leader concept, emotional intelligence, as well as on the mutual relationships and interactions of the latter items. The main objective of the paper is to provide a review of different types of leaders and to familiarize readers with emotional intelligence and its importance, as well as to note the role it plays in the success of leaders in contemporary turbulent environment in which today's enterprises operate.

The paper starts from the basic hypothesis that the emotional intelligence directly affects the success of leaders. The paper consists of two parts. The first describes the concept, role and importance of emotional intelligence. Its structure and its basic components have also been demonstrated. The second part of the paper concerns leadership. This section explains the concept of a leader, followed by a presentation of various leadership styles.

EMOTIONAL INTELLIGENCE - BASED LEADERSHIP

Nowadays, the existence of numerous rapid and radical changes, both in all spheres of life

na kako u svim sferama života tako i u poslovnim procesima. U poslovnom svijetu dešavaju se mnogobrojne promjene koje uslovljavaju potrebu iznalaženja novih načina rukovođenja a i veliku potrebu za sposobnim i elastičnim liderima (Hes, 1995). Da bi današnje kompanije bile spretne i uspješne u preživljavanju iznenađenja koja se svakodnevno pojavljuju, potrebno je da njihovi lideri budu sposobni da u takvim uslovima upravljaju sopstvenim emocijama. Ova zavisnost, posebno najvišeg rukovodstva, predstavljena je i u određenim knjigama čiji autori upozoravaju na njen značaj za poslovanje svakog preduzeća. Potreba koja se javila za novim, podsticajnim liderima, koji imaju sve veći značaj u vremenu brze tranzicije i dubokih promjena, dovela je do naglog razvoja proučavanja lidera i liderstva. Tako mnogi autori tvrde da su u današnje vrijeme potrebni emocionalno inteligentni lideri. Takvi lideri treba da znaju kako da uspješno upravljaju emocijama, što im može pomoći da sačuvaju prisebnost i da razmišljaju racionalno u teškim i kritičnim situacijama. Oni ne čekaju da dođe do krize pa da nakon toga reaguju, već se bave i predviđanjem promjena koje dolaze i pomoću svoje vizije anticipiraju budućnost i na taj način spremno dočekuju nove promjene, prilagođavajući im se na najlakši mogući način.

U svakom čovjeku pojavljuju se određene emocije, među kojima i bijes, strah, ljubav, stid, tuga i dr. One su od velikog značaja za opstanak, jer podstiču i usmjeravaju energiju, dajući smisao životu. Moglo bi se reći da one ukazuju na pitanja od suštinskog značaja (Goleman, Bojacis & Maki, 2006). Sa druge strane, mnogi pojedinci iskazuju nepovjerenje prema emocijama iako je poznato da su upravo emocije povezane sa najvišim ljudskim vrijednostima i da one daju dimenziju ne samo ličnom već i društvenom životu. Ako se pođe od psihologije, može se zaključiti da je ona još uvijek privržena tradicionalnom pojmu inteligencije, te da zanemaruje značaj afektivne dimenzije ličnosti, a time i emocionalne inteligencije. Danijel Goleman, jedan od poznatih psihologa, koji se bavio izučavanjem emocionalne inteligencije, smatra da je problem u tome što

and in business processes, is evident. Many changes occur in the business world that affect the need to find new management and leadership ways, as well as a great need for capable and resilient leaders (Hes, 1995). In order for today's companies to be more versatile and successful in overcoming surprises appearing each day, it is necessary that their leaders are able to manage their own emotions in such conditions. This dependence, particularly of the top-level management, was also presented in several books whose authors warn of its importance for the business performance of any company. The need that emerged for new, supportive leaders, who are of increasing importance in times of fast transition and profound changes, has led to rapid development of leader and leadership research. Therefore, many authors argue that emotionally intelligent leaders are required nowadays. These leaders need to know how to successfully manage emotions, which can help them remain calm and to think rationally in difficult and critical situations. They do not wait for the crisis to occur and to react subsequently, but they anticipate incoming changes with the help of their own visions, thus being ready for any changes and readily adapting in the easiest manner possible.

Each man has certain emotions, including anger, fear, love, shame, sadness, and the like. They are of great importance for survival since they encourage and direct the energy, thus giving life its meaning. It could be said that they point to issues of crucial importance (Goleman, Bojacis & Maki, 2006). On the other hand, many individuals expressed distrust towards emotions, although it is known that the emotions are associated with the highest human values and that they provide a unique dimension not only to personal but also to social life. If we start from psychology, it can be concluded that it is still committed to the traditional notion of intelligence, ignoring the importance of the affective dimension of personality, i.e. emotional intelligence. Daniel Goleman, a famous psychologist who researched emotional intelligence, believes the

akademska psihologija suštinski ne priprema za probleme ili mogućnosti koje se nalaze u životnim promjenama. Iako visoki koeficijenti inteligencije nisu garancija uspjeha u životu, on smatra da se škole i kulture oslanjaju na akademske sposobnosti, dok pri tome zanemaruju emocionalnu inteligenciju ili niz osobina, koje neki nazivaju karakterom, a koje, takođe, u velikoj mjeri utiču na sudbinu svakog čovjeka. Isti autor smatra da je emocionalni život predmet koji se poput matematike može savladati sa manje ili više uspjeha, a uključuje lični niz sposobnosti. U kojoj će mjeri neko ovladati tim sposobnostima od suštinske je važnosti za razumijevanje zbog čega jedna osoba u životu napreduje, dok druga sa istim intelektom završava na lošijim mjestima. Emocionalni talenat bi se mogao definisati kao metasposobnost kojom se određuje sa koliko uspjeha se koriste vještine koje neko posjeduje, uključujući tu i tzv. hladni intelekt. Prethodno pomenuti autor snažno je skrenuo pažnju današnje psihologije na učešće emocionalnih vještina u uspjehu i pri tome pokazao da se precjenjuju logička i kompjuterska inteligencija. Njegova osnovna ideja jeste da za čovjekov uspjeh u životu inteligencija nije dovoljna. Pored inteligencije, veoma je važna, a najčešće i presudna, upravo emocionalna inteligencija.

Pojam emocionalne inteligencije u današnje vrijeme veoma je poznat, ali se on najčešće tumači na pogrešan način. Tako postoje i brojne zablude u vezi sa ovom sposobnošću. Emocionalna inteligencija ne ogleda se u pukoj ljubaznosti i povlađivanju sagovornicima. Emocionalno inteligentan čovjek upravo i može da se suprotstavi pogrešnom mišljenju i štetnim predrasudama. Ona ne predstavlja ni nekontrolisano ispoljavanje svih emocija, naprotiv, ona se odnosi na uspješnu kontrolu emocija, pogotovo štetnih. Može se reći da emocionalna sposobnost nije fatalno genetski determinisana, niti se njen razvoj završava u djetinjstvu, već se ona razvija i jača tokom cijelog života. Postavlja se pitanja šta zapravo emocionalna inteligencija obuhvata. Moglo bi se reći da se ona odnosi na čitav niz specifičnih sposobnosti kao što su: sposobnost razumijevanja sebe samog,

problem is that academic psychology is essentially not being prepared for problems or opportunities arising from the changes of life. Although a high IQ does not guarantee success in life, he believes that schools and cultures rely on academic skills, while simultaneously neglecting emotional intelligence or a number of features (called "character" by some) which also largely affect the fate of every man. The same author believes that the emotional life is a subject, which, like math, can be more or less acquired, and which includes a range of personal skills. The extent to which a person will master these skills is essential to understanding why a person progresses in life, while others with the same intellect, find themselves not as successful. Emotional talent could be defined as a meta-ability that determines the success rate of use of the skills that someone owns, including the so-called cold intellect. The aforementioned author strongly diverted attention of today's psychology onto participation of emotional skills in one's success, thereby proving that logic and computer intelligence are overestimated. The basic idea is that the intelligence itself is not sufficient for one's success in life. In addition to intelligence, another very important and usually decisive factor is emotional intelligence.

The concept of emotional intelligence is well known nowadays, but it is often interpreted incorrectly. Therefore, there are many misconceptions regarding this particular ability. Emotional intelligence is not reflected in sheer kindness and indulgence towards interlocutors. An emotionally intelligent man can oppose to the wrong opinion and harmful prejudices. It does not represent an uncontrolled expression of emotions. On the contrary, it refers to successful control of emotions, particularly harmful ones. It can be argued that emotional competence is not genetically determined, nor its development ends in childhood, but that it develops and strengthens throughout one's life. It brings the issue of what emotional intelligence actually involves. It could be said that it refers to a range of specific skills such as the ability to understand oneself, the ability of emotion-

sposobnost emocionalne samokontrole, samouvjerenost, osjetljivost na probleme i potrebe drugih, sposobnost razumijevanja osjećanja drugih ljudi, vještina rješavanja međuličnih sukoba, sposobnost uspostavljanja skladnih prijateljskih odnosa, kao i sposobnost rukovođenja grupom (Ibidem). Ideja Danijela Golemana zasniva se na postavci da emocionalna inteligencija nije suprotna racionalnoj inteligenciji, već da se ona odnosi na zasebnu sposobnost. On smatra da su emocionalni i racionalni um komplementarne sposobnosti, te da od njihove saradnje zavisi uspjeh u životu. Da bi čovjek uspješno obavljao različite aktivnosti, potrebno je da su logika uma i srca u ravnoteži.

Tako bi se svi ljudi mogli podijeliti na dvije grupe. Prvu grupu čine emocionalno inteligentni ljudi, to jest oni kod kojih su srećno spojeni glava i srce, razum i strast. Oni se odlikuju time što dobro poznaju sami sebe i svoje emocije, što imaju razumijevanje za druge i saosjećaju se sa njima, dobro se snalaze i uživaju u svakom društvu i poslu, imaju skladan porodični život, omiljeni su kod prijatelja, uspješni su u poslu, kao i u politici. Drugu grupu čine ljudi koji su lišeni emocionalne inteligencije, oni koji su nesrećni, neurotični, nepopularni u društvu, usamljeni i neuspješni kako u braku tako i na poslu. Oni često imaju velike stresove i probleme koje ne mogu riješiti, pa tako previše energije troše na različite konflikte, nezadovoljene potrebe i destruktivne izlive bijesa, a teško kontrolišu svoju ljutnju i bijes. Pored ove dvije grupe već formiranih ljudi, postoji i grupa djece koja u današnje vrijeme veliki dio svog vremena provode sama ispred računara. Na taj način postiže se povećanje koeficijenta inteligencije, koji je obično veći od koeficijenta inteligencije njihovih roditelja. Sa druge strane, kod njih je nerazvijena emocionalna inteligencija, pa su oni impulsivni, anksiozni, neurotični, asocijalni, teško kontrolišu agresiju, itd.

Kada su u pitanju nauka i biznis, na osjećanja se još uvijek gleda kao na teško uhvatljive, iracionalne, subjektivne i nemjerljive pojave. O tim pojavama skoro da je i nemo-

al self-control, self-confidence, sensitivity to the problems and needs of others, the ability to understand other people's feelings, interpersonal conflict solving skills, ability to establish harmonious friendship relations, as well as the ability to manage a group (Ibidem). Daniel Goleman's idea is based on the assumption that emotional intelligence is not contrary to rational intelligence, but that it refers to a separate ability. He believes that the emotional and the rational mind are complementary skills and that their co-operation determines the success in one's life. For a man to successfully perform various activities, it is necessary that the logic of the mind and heart be in balance.

Therefore, all people could be divided into two groups. The first group consists of emotionally intelligent people, i.e. those with an adequate connection of the head and heart, intellect and passion. They are characterized by good understanding of themselves and their emotions, by understanding others and sympathizing with them. They are very competent and enjoy company and business, have a harmonious family life, are popular with friends, are successful in business, as well as in politics. The second group consists of people who are deprived of emotional intelligence, those who are unhappy, neurotic, unpopular in society, lonely and unsuccessful both in marriage and at work. They often bear a lot stress and problems that cannot be solved, causing wasting too much energy onto various conflicts, unmet requirements, and destructive outbursts. Likewise, they find it difficult to control their anger and rage. In addition to these two groups of people already formed, there is a group of children nowadays, who spend a large portion of their time alone in front of the computer. That way an increase in IQ is registered, which is usually higher than the IQ of their parents. On the other hand, they are characterized by underdeveloped emotional intelligence, causing them to be impulsive, anxious, neurotic, antisocial, unable to control aggression, etc.

When it comes to science and business, the feelings are still perceived as an elusive, irrational, subjective and non-quantifiable phenomena. It is nearly impossible to discuss these

guće racionalno govoriti, a da se ne dovodi u pitanje i njihovo objektivno mjerenje i mijenjanje. Na taj način može se izvući zaključak da se njima i ne vrijedi ozbiljnije baviti, jer se na njih ne može nikako uticati, s obzirom da one nemaju ni praktičan značaj za obavljanje određenog posla. Međutim, sa druge strane, istraživanja pokazuju da upravo najbolji poslovni lideri pronalaze uspješne načine pomoću kojih mogu shvatiti i unaprijediti upravljanje sopstvenim i tuđim emocijama. Tako oni, razumijevajući emocije, postižu dobro raspoloženje, spremnost za saradnju, visoku motivaciju i posvećenost poslu kod članova svojih grupa. Isto tako, oni omogućavaju postizanje izvrsnih poslovnih rezultata i minimalnu fluktuaciju zaposlenih u preduzećima. Iako postoje brojne predrasude o značaju mentalnih fenomena, posebno osjećanja, teorija o emocionalnoj inteligenciji koju je postavio Goleman, pored teorijskog, ima veliki i praktični značaj. On smatra da emocije treba pametno iskoristiti a ne odstranjivati. Uspješan, emocionalno inteligentan lider predstavlja dobar spoj srca i uma. To dokazuju i rezultati istraživanja u kojima je izvršeno poređenje između ljudi na visokim liderskim položajima koji su izezuto uspješni i onih koji se nalaze na niskim položajima čiji su rezultati bili prosječni. Istraživanja su pokazala da se oko 85% razlika između ove dvije grupe ljudi može pripisati faktorima emocionalne inteligencije, dok se samo 15% pripisuje kognitivnim sposobnostima i stručnom znanju. Određena grupa naučnika smatra da su emocije izuzetno važne za rukovođenje, odnosno da je emocionalno inteligentno liderstvo najvažnija dimenzija. Da li će ostali naponi jednog rukovodioca uroditi plodom ili čak propasti, uveliko zavisi od pomenute dimenzije.

Lideri bi se mogli podijeliti na dvije grupe, prvu čine rezonantni, a drugu disonantni lideri. Rezonantni lider postoji ukoliko vođa svojom vizijom uspije da na članove grupe prenese svoje oduševljenje i optimizam, ako u njima probudi najbolje sposobnosti i podstakne pozitivne emocije. Rezonantni lider tako uspjeva da usaglasi svoje emocionalne

occurrences rationally, without prejudice to their objective measure and modification. That way, a conclusion can be drawn that they are not worth of serious consideration, since they cannot be affected. The main reason being that they have no practical significance for a particular job. However, on the other hand, research shows that the most successful business leaders are finding ways in which they can understand and improve the management of their own and others' emotions. Thus, by understanding emotions, they manage to achieve a good mood, readiness for cooperation, high motivation and commitment to work with members of their groups. Likewise, they allow achieving outstanding business results and minimal staff turnover in enterprises. Although there are many prejudices about the importance of mental phenomena, particularly of feelings, the theory of emotional intelligence, set by Goleman, in addition to theoretical has a great practical significance. He believes that emotions should be wisely utilized and not removed. A successful, emotionally intelligent leader is a good blend of heart and mind. It has been proven by the results of research comparing people in senior leadership positions who are extremely successful with those who are on low positions and whose results were average. Studies have shown that about 85% of the difference between these two groups of people can be attributed to factors of emotional intelligence, while only 15% can be attributed to cognitive abilities and professional knowledge. A certain group of scientists believes that emotions are extremely important for management, i.e. that emotionally intelligent leadership is the most important dimension. Whether other efforts of a manager will bear fruit or even fail completely, largely depends on the aforementioned dimensions.

The leaders could be divided into two groups, the first one consisting of resonant and the second comprised of dissonant leaders. A resonant leader transfers his enthusiasm and optimism onto other members of the group through with his vision, if he manages to evoke the best skills and encourage positive emotions in them. A resonant Leader also manages to

vibracije sa drugima i na taj način svoju grupu čini skladnom i uspješnom u poslu. Disonantni lider jeste lider koji nije na istoj talasnoj dužini sa grupom, ili ako u njoj pobuđuje samo destruktivne emocije kao što su: strah, briga, apatija, mržnja ili osjećaj krivice. Tako grupa disonantnog lidera djeluje neusklađeno i neefikasno. Rezonantno liderstvo predstavlja novo, podsticajno liderstvo. Ono stavlja naglasak na emocionalni, ljudski aspekt, za razliku od ostalih liderstva koji se isključivo baziraju na uspjeh i profit. Rezonantni lideri jesu, u stvari, emocionalno inteligentni lideri, a njihovo oduševljenje, energija i strast veoma lako nalaze svoj emocionalni odjek u čitavoj grupi. Tako rezonantni lider ima blagotvorno emocionalno dejstvo na svoju grupu, a članovi njegove grupe osjećaju se dobro jer su samopouzdana, međusobno čvrsto emotivno povezani i zajednički odlučuju. Na taj način članovi osjećaju prihvaćenost, sigurnost, razumijevanje i podršku, što im pomaže da sačuvaju optimizam i samouvjerenost i u situacijama naglih promjena i kriza.

Golemanovo razmatranje osobina uspješnih lidera oslanja se u velikom mjeri na klasično empirijsko istraživanje Maklilanda koje je izazvalo revoluciju u procjenjivanju karakteristika zaposlenih koje predstavljaju najbolje predikatore uspjeha na poslu (Ibidem). Profesor Dejvid Makliland ruši mit o presudnom značaju inteligencije za obavljanje posla u svom tekstu koji nosi naziv „Testirati kompetenciju, a ne inteligenciju“. Umjesto da pođe od tvrdnje da je čista inteligencija najvažnija za uspjeh u svakoj djelatnosti, on razvija svoj empirijski model polazeći od brižljivog i sistematskog proučavanja najuspješnijih ljudi i vrhunskih stručnjaka u nekom poslu. Na osnovu rezultata ove empirijske analize poređenja vrhunskih i prosječnih radnika, Makliland je utvrdio da najbolji stručnjaci posjeduju neke specifične kompetencije koje prosječni nemaju. Najuspješniji lideri imaju, osim osnovnih sposobnosti, niz posebnih emocionalnih kompetencija kao što su: ambicije, inicijativa, sposobnost timskog rada, sposobnost rukovođenja, a koje prosječni lideri nemaju.

harmonize his emotional vibrations with those of others, thus making his group a harmonious and successful in business. A dissonant leader is the one who is not “on the same wavelength” with the group or if he evokes only destructive emotions such as fear, worry, apathy, hatred or guilt. Therefore, a group led by a dissonant leader acts uncoordinated and inefficient. Resonant leadership is a new, supportive leadership. It puts emphasis on the emotional, human aspect, unlike other leaderships exclusively based on the success and profit. Resonant leaders are, in fact, emotionally intelligent leaders, and their enthusiasm, energy, and passion easily find their emotional resonance with the entire group. Therefore, a resonant leader has a beneficial emotional effect onto his group, and the members of his group feel great because they are self-confident, are strongly emotionally connected and jointly reach decisions. That way, members feel accepted, secure, understood and supported, which helps them to maintain optimism and confidence, even in situations of rapid changes and crises.

Goleman's consideration of successful leaders' traits primarily relies on the classic empirical research conducted by McClelland that sparked a revolution in assessing the characteristics of employees that represent the best prediction aspects of the job success (Ibidem). In his article titled “Test competence rather than intelligence”, professor David McClelland tears down the myth of the crucial importance of intelligence for the job performance. Rather than starting from the assertion that pure intelligence is a key to success in any field, he developed his empirical model starting from a careful and systematic study of the most successful people and top professionals in any business. Based on the results of the empirical analysis comparing the top and the average worker, McClelland found that the best experts possess specific competencies that the average ones lack. In addition to basic skills, the most successful leaders possess a number of specific emotional competencies such as ambition, initiative, teamwork, leadership, etc. which is not the characteristic of the average leaders.

Tako briljantni lideri treba da imaju ove kompetencije ili da ih razvijaju. Abraham Maslov na osnovu svojih posmatranja tvrdi da su kvaliteti superiornih rukovodilaca u tome što su oni demokratičniji, saosjećajniji, uljudniji, spremniji da pomognu i lojalniji u odnosu na manje uspješne. Savršeni lideri su roditeljski nastrojeni, a to znači da imaju sposobnost da uživaju u razvoju i samoostvarenju drugih ljudi. Superioran lider takođe mora da bude sposoban da podnese da bude nevoljen, nepopularan, da mu se smiju, da ga napadaju, da bude sposoban da vidi objektivne zahtjeve situacije i da na njih odgovori. Osnovni zadatak lidera jeste da upotrijebi svoje emocionalne kompetencije kako bi pobudio pozitivne emocije zaposlenih i da stvori povoljnu emocionalnu klimu u grupi.

Kada je u pitanju struktura emocionalne inteligencije, može se reći da nju sačinjavaju četiri domena, odnosno oblasti u koje spadaju samosvijest, društvena svijest, upravljanje sobom i upravljanje drugima.

Prvi domen jeste domen samosvijesti, odnosno dubokog razumijevanja sopstvenih osjećanja, potreba, namjera, vrijednosti i slabosti. Samosvijest predstavlja temelj cjelokupne emocionalne inteligencije i obuhvata tri karakteristike: emocionalnu samosvijest, tačno procjenjivanje samog sebe i samopouzdanje. Osobe kod kojih je razvijena samosvijest u stanju su da realno sagledaju sebe, sklone su introspekciji, intuitivnom odlučivanju i u stanju su da se podsmijehnu i sopstvenim nedostacima. Smatra se da lider koji ne poznaje samog sebe i svoje mogućnosti i ograničenja, veoma teško može da razumije, kontroliše i usmjeri druge. Na osnovu sprovedenih istraživanja pokazuje se da kod neuspješnih lidera postoji razlika između samoprocjene i procjene liderskih sposobnosti od strane njihovih podređenih, tako da što je lider neuspješniji, on više precjenjuje vlastite liderske kompetencije. Rezultati drugih istraživanja pokazuju da što je viši položaj rukovodioca, to je drastičnija samoobmana. Tako direktori na samom vrhu imaju najljepše mišljenje o sebi i svojim emocionalnim i socijalnim sposobno-

Therefore, brilliant leaders should possess or to develop the above competencies. Based on his observations, Abraham Maslow argues that the qualities of superior managers are in being democratic, compassionate, polite, ready to help, and more loyal when compared to less successful managers. The perfect leaders are parentally inclined, meaning that they have the ability to enjoy in development and self-realization of others. Superior leader must also be able to withstand being unloved, unpopular, laughed at, to expect being attacked, to be able to perceive the objective requirements of the situation and to respond adequately. The main task of a leader is to use his emotional competence in order to arouse positive emotions of employees and to create a supportive climate in the group.

When it comes to the structure of emotional intelligence, it can be said that it consists of four domains, i.e. areas that include self-awareness, social awareness, self-management and control/management of others.

The first domain is the domain of self-awareness, or a deep understanding of others' feelings, needs, intentions, strengths, and weaknesses. Self-awareness is the foundation of the entire emotional intelligence and includes three characteristics: emotional self-awareness, accurate self-assessment, and self-confidence. Persons who possess developed self-awareness can realistically perceive themselves, are prone to introspection, intuitive decision-making and are able to laugh at their own shortcomings. It is believed that a leader who is not familiar with himself and his own possibilities and limitations, is very difficult to understand, control and is hardly able to direct others. Based on the conducted research, it has been demonstrated that faulty leaders are characterized by a difference between their own self-assessment and assessment of leadership skills made by their subordinates. In other words, the worse the leader is, the more he overestimates his own leadership competencies. Results of other studies show that the higher the position of a leader/manager, the more drastic is his self-deception. Therefore, the managers and directors at the very top level have only the nic-

stima, a što je u neskladu sa mišljenjem njihovih podređenih. Upravljanje samim sobom predstavlja sposobnost koja je često od presudne važnosti. Ova sposobnost liderima ne dozvoljava da ih različite štetne emocije izbace iz kolosjeka. Upravljanje samim sobom liderima omogućava da jasno razmišljaju i valjano odlučuju. Lideri koji uspješno vladaju sobom i svojim emocijama imaju sposobnost da u najtežim situacijama sačuvaju prisustvo duha, dobro raspoloženje i entuzijazam, koje mogu da prenesu i na čitavu grupu. U slučaju kada lider nije sposoban da efikasno upravlja svojim vlastitim emocijama, on nije ni u stanju da upravlja emocijama ostalih članova svog tima. Sposobnost upravljanja samim sobom sastoji se od četiri osnovne karakteristike, od kojih je prva transparentnost koja predstavlja liderovu iskrenost i otvorenost prema drugima. Odnosi se na življenje u saglasnosti sa vlastitim principima, a to omogućava članovima tima da imaju povjerenje u lidera. Ovakvi lideri koji žive i rade u skladu sa svojim vrijednostima, djeluju iskreno i uživaju povjerenje drugih jer se ne pretvaraju da su nešto što nisu. Prilagodljivost se odnosi na sposobnost elastične adaptacije na nove i nepredviđene situacije, kao i na uspješnost da se prevaziđu različite teškoće koje se pojave. Težnja za uspjehom, koja se ogleda u potrebi da se ličnim naporom dostignu samopostavljeni standardi izvrsnosti, kao i inicijativa i optimizam jesu karakteristike inteligentnih lidera

Društvena svijest takođe predstavlja sastavni dio emocionalno inteligentnog liderstva. Komponenta društvene svijesti jeste empatija za koju bi se moglo reći da predstavlja „društveni radar“. Ona podrazumijeva važnu sposobnost svakog lidera da saosjeća sa drugim ljudima i usklađuje sopstvenih emocija sa emocijama drugih. Empatija je sposobnost da se identifikuju i razumiju osjećanja, ideje i situacija neke druge osobe (Borg, 2009). Smatra se da se osobe koje su „emocionalno slijepi“ jako slabo snalaze u društvenim odnosima. Druga komponenta jeste pokretanje drugih na akciju, a odnosi se na sposobnost vođe da svoju poruku formuliše ubjedljivo i

est opinion of themselves and their emotional and social skills, which is inconsistent with the opinion of their subordinates. Self-management is the ability that is often proven to be crucial. This ability does not allow leaders to be derailed by a variety of negative emotions. Self-management enables leaders to think clearly and make valid decisions. Leaders who successfully govern themselves and their emotions can, in the most difficult situations, preserve the presence of mind, good humor and enthusiasm, which could spread to the entire group. In cases where the leaders are unable to manage their own emotions effectively, they are unable to manage the emotions of the other members of their team. The ability to manage itself consists of four basic characteristics, the first being - transparency, which represents the leader's honesty and openness towards others. It refers to life in accordance with their own principles, thus allowing team members to have confidence in the leader. These leaders, who live and work in accordance with their values, act honestly and enjoy the trust of others because they do not pretend to be someone or something they are not. Flexibility refers to the ability of the elastic adaptation to new and unforeseen situations, as well as to the success of overcoming various difficulties that may arise. Striving for success, which is reflected in the need to achieve self-appointed standards of excellence by engaging personal effort, as well as the initiative and optimism are some of the characteristics of intelligent leaders.

Social awareness is also an integral part of emotionally intelligent leadership. Empathy - a component of social awareness that could be said to represent a “social radar”. It implies an important ability for any leader to sympathize with other people and harmonize their own emotions with other people's emotions. Empathy is the ability to identify and understand the feelings, ideas and situations of other people (Borg, 2009). It is believed that persons who are “emotionally dead” are very poor in social relations. The second component is to initiate action with the others, and refers to the ability of leaders to convincingly formulate their message and to transfer it in a

da je prenese sugestivno, tako da je ona u stanju da motiviše druge čak i za napornu djelatnost. Da bi lider to mogao postići, potrebno je da on vjeruje u ono što govori i radi i da, na taj način, svojim osjećanjima postiže sklad sa osjećanjima članova grupe. Lider je u stanju da smanji napetost, ublaži anksioznost i da prebaci destruktivni bijes grupe u svrsishodnu i konstruktivnu akciju onda kada se postigne neophodna emocionalna rezonanca.

Upravljanje drugima, odnosno upravljanje odnosima jeste četvrta oblast emocionalne inteligencije, a u njoj se sustižu prethodne tri. Ova oblast obuhvata najkarakterističnije osobine liderstva: sposobnost artikulisanja zajedničke vizije, sposobnost ubjeđivanja, sposobnost efikasnog rješavanja konflikata, stvaranje i održavanje emocionalnih veza, sposobnost timskog rada i saradnje. Moglo bi se reći da je jedna od najvažnijih sposobnosti vođe da svojom privlačnom, neodoljivom vizijom podstakne svoje članove na zajedničku misiju i na taj način da ih pokrene u pozitivnom smjeru. Tako inspirativni lideri svojom sugestivnom i iskrenom vizijom bude zaposlenima osjećanje da je njihova djelatnost svrsishodna, važna i da je povezana sa zajedničkim vrijednostima.

USPJEŠAN – REZONANTAN LIDER

Emocionalna inteligencija jednim dijelom je naslijeđena, dok se bilo koja vještina, pa tako i vještina liderstva, uči, razvija i vježbanjem jača. Određena grupa autora smatra da se rezonantno, podsticajno liderstvo, koje je zasnovano na sposobnostima emocionalne inteligencije, može naučiti i usavršiti. Međutim, to i nije tako lako jer sticanje vještine rukovođenja, zahtijeva, prije svega, veliko strpljenje, znanje, vrijeme, napor ali i veoma snažnu motivaciju i emotivnu posvećenost. Proces samousmjerenog učenja nalazi se u osnovi sticanja i usavršavanja liderskih sposobnosti, a on se odnosi na sistematsko i plansko razvijanje određenih sposobnosti ili vještina, a sve to sa ciljem da čovjek postane onakva ličnost kakva želi da bude. Autor ovog modela samo-

suggestive manner, so that it is able to motivate others, even for a strenuous activity. In order for a leader to do so, it is necessary that he believes what he says and does and, thus, harmonizes his own feelings with the feelings of the group. Such leader is able to reduce tension, relieve anxiety and to transfer the destructive fury of a group into a meaningful and constructive action when a required emotional resonance is achieved.

Management of others and relationship management is a fourth level of emotional intelligence and is an area where the previous three are caught up. This area includes the most characteristic traits of leadership: the ability of articulating a shared vision, the ability of persuasion, the ability to efficiently resolve conflicts, creating and maintaining emotional bonds, the ability to establish teamwork and cooperation. It could be argued that one of the most important leaders' skills are to instigate his team members to a common mission using his attractive and irresistible vision, thus moving them in a positive direction. Such inspirational leaders with their suggestive and sincere vision evoke the employees' feelings that their activity is meaningful, important, and that is associated with common and shared values.

SUCCESSFUL - RESONANT LEADER

Emotional intelligence is partly inherited, while any other skills, including leadership skills, are learned, developed and strengthened by practice. A certain group of authors believed that a resonant, supportive leadership, based on the skills of emotional intelligence can be learned and perfected. However, it is not as easy, since acquiring leadership skills requires, above all, much patience, knowledge, time, effort and also a very strong motivation and emotional commitment. The process of self-directed learning is in the basis of acquisition and development of leadership skills, and it refers to the systematic and planned development of certain abilities or skills, all with the aim of a man to become the kind of a person that it wants to be. The author of this self-direct-

usmjerenog učenja jeste Ričard Bojancis, koji je dugo radio kao istraživač na proučavanju i razvoju liderskih sposobnosti. Ovaj model samousmjerenog učenja, pomoću kojeg se postaje emocionalno inteligentan lider, uključuje otkriće sopstvenog idealnog ja, otkriće sopstvenog nenašminkanog, stvarnog ja, izradu vlastitog plana učenja, radikalnu promjenu u stilu liderstva i načinu života, kao i razvijanje socijalno-emocionalnih odnosa koji će pružiti povjerenje i omogućiti promjenu (Goleman, Bojancis & Maki, 2006).

Prvo otkriće, odnosno otkriće sopstvenog idealnog ja odgovara na pitanje: ko želim da budem? Ukoliko osoba ima viziju idealne slike o sebi, ona je sposobna da promijeni nadu i ima snažnu strast za promjenom. Ta promjena nije ni laka ni izvjesna. Povezivanje lidera sa sopstvenim neostvarenim snom, najdubljim ličnim vrijednostima i uvjerenjima, kao i sa zajedničkom vizijom zaposlenih u pogledu budućnosti organizacije, u mogućnosti je da pokrene i najveće uzbuđenje, smjelost i konstruktivnu energiju svakog lidera. Drugo otkriće modela samousmjerenog učenja jeste otkriće sopstvenog, nenašminkanog, stvarnog ja. Ovo otkriće daje odgovore na pitanja: ko sam ja i šta su moje jake i slabe strane? Ovo otkriće može da omogući lideru koji želi da se mijenja da upozna svoje stvarne dobre i loše osobine, prednosti i nedostatke, ali i da shvati kako ga drugi vide. Ovo nije ni malo lak posao jer lidera u otkrivanju samog sebe, pogotovo svojih mana i „slijepih mrlja“, sprečavaju osjećanje omnipotencije i mehanizmi odbrane u koje spadaju racionalizacija, potiskivanje, projekcija i slično. Svakom čovjeku je mnogo lakše da vjeruje sopstvenim samoobmanama, vitalnim lažima i utješnim neistinama, nego da se direktno i bez ikakvih odbrana suoči sa bolnom istinom o sebi samom. Pored ove, postoji još jedna smetnja na putu samospoznaje lidera, a to je „šefovska bolest“. Ona se odnosi na pojavu da rukovodiocima njihovi podređeni vrlo rijetko ukazuju na mane iz različitih razloga među koje spadaju: kurtoazija, saosjećanja, strah, ili udvorištvo. Na taj način su osobe na višim rukovodećim funkcijama liše-

ed learning model is Richard Boyatzis, who worked as a researcher on the study and development of leadership skills. This model of self-directed learning, by which one becomes an emotionally intelligent leader, includes the discovery of a person's "ideal me", the discovery of his own pure "real me", making of his own learning plan, a radical change in the style of leadership and way of life, as well as developing social and emotional relationships that will provide confidence and instigate change (Goleman, Bojancis & Maki, 2006).

The first discovery, i.e. the discovery of his own "ideal me" provides an answer to the question: "who do I want to be?" If a person has a vision of the ideal image of himself, it means he is capable of changing his hopes and that he has a strong passion for change. Such change is neither easy nor certain. Connecting leaders with their own unfulfilled dreams, the deepest personal values and beliefs, as well as with a common vision of employees about the future of the organization, provides ability to initiate the greatest excitement, courage and constructive energy of any leader. Another discovery of a self-directed learning model is the discovery of his own, pure "real me". This discovery provides answers to questions such as: who am I and what are my strengths and weaknesses? This discovery may allow the change-aspiring leader to meet his actual good and bad qualities, strengths and weaknesses, but also to understand how others perceive him. This is not an easy job at all, as the leader is obstructed in discovering himself, especially in discovering his flaws and "blind spots" by the feeling of omnipotence and defence mechanisms that include rationalization, repression, projection and the like. Men are more likely to believe their own self-deception, vital lies and comforting falsehoods, than to directly and defenselessly handle the painful truth about himself. In addition, there is another obstacle on the path of leaders' self-knowledge - a "boss disease". It refers to the phenomenon that the subordinates rarely point out to the manager's disadvantages for various reasons including courtesy, compassion, fear, or sycophancy. That way, people in senior management positions

ne povratne informacije o tome gdje i kako griješe u rukovođenju.

Treće otkriće modela samousmjerenog učenja jeste izrada plana učenja. Ovo otkriće daje odgovor na pitanje: kako mogu da razvijem svoje prednosti i istovremeno da umanjim svoje nedostatke? Smatra se da osnovu za promjenu u ličnosti i načinu rukovođenja predstavlja razrađen, detaljan i izvodljiv praktičan plan pomoću kojeg se postupno jačaju dobre osobine i stižu nove, neophodne leaderske vještine. Ovim planom se lider istovremeno oslobađa loših mentalnih navika, kao i destruktivnih, štetnih osobina koje je imao do tada. Četvrto otkriće modela samousmjerenog učenja odnosi se na radikalne promjene u stilu liderstva i načina života. To je moguće postići samo upornim i dugotrajnim upražnjavanjem novih obrazaca ponašanja, razmišljanja i osjećanja. Mentalna promjena u načinu sagledavanja vlastite grupe, kao i sama promjena stila vođenja, predstavlja samo dio šireg preispitivanja sebe, vlastite ličnosti i svog dotadašnjeg načina života. Podsticanje bitnih leaderskih vještina kao što su empatija, samopouzdanje, upravljanje konfliktima ili saradnja, odnosno promjene u leaderskom stilu nisu samo površne promjene ponašanja. One zahtijevaju korjenit preobražaj ličnosti kako njene intelektualne tako i dubinske, emocionalne sfere. Tako sticanje i jačanje leaderskih kompetencija podrazumijeva implicitno, spontano i, dobrim dijelom, automatsko, emocionalno učenje. Ovakvo učenje također podrazumijeva i dugotrajnu praksu jer se stare, štetne misao i emocionalne navike mijenjaju veoma sporo i teško, a to je moguće jedino upornim i stalnim vježbanjem novih. Peto otkriće modela samousmjerenog učenja odnosi se na razvijanje socijalno-emocionalnih odnosa koji će pružiti povjerenje i omogućiti promjenu.

Za sve prethodne faze preobražaja za koje su vezana prethodna otkrića, neophodni su drugi, odnosno, potrebna je nerizična grupa. Nerizična grupa sastavljena je od osoba u koje imamo povjerenje, pa ona može biti porodična, prijateljska ili strukovna. Samo pozitivna i sigurna društvena sredina može dopustiti pojedincu

are deprived of feedback on where and how the mistakes are made in management.

The third discovery of self-directed learning model is the development of a learning plan. This discovery provides an answer to the question: How can one develop its strengths while minimizing its weaknesses? It is believed that the basis for change in personality and management is an elaborate, detailed practical and viable plan by which the good qualities are gradually improved and with the acquisition of new, necessary leadership skills. This plan eliminates leader's of bad mental habits, as well as of destructive, harmful traits owned until that time. The fourth discovery of a self-directed learning model refers to radical changes in the style of leadership and the way of life. This can be achieved only through persistent and prolonged exercise of new patterns of behaviour, thoughts, and feelings. Mental changes in the perception of his own group, as well as the change in leadership style, represent only a part of a wider reassessment of himself, his personality and his former lifestyle. Encouragement of important leadership skills such as empathy, self-confidence, conflict management or collaboration, or changes in leadership style are not only superficial changes in behaviour. They require a radical transformation of the personality as well as of his intellectual and emotional sphere. Thus, acquiring and strengthening of leadership competencies implies implicitly, spontaneously and, largely, automatic, emotional learning. This study also includes the long-standing practice because the old, negative thinking and emotional habits are changing at a very slow pace, if at all, which is possible only through persistent and continuous training of new habits. The fifth discovery of a self-directed learning model refers to the development of social and emotional relationships that are to provide confidence and enable change.

For all the above stages of transformation related to previous findings, other risk-free groups are required. A risk-free group is composed of people we trust, meaning that it can be a family, friend or a professional group. Only a positive and safe social environment may allow an individual to safely try new

bezbjedno isprobavanje novih emocionalnih vještina, kao i sticanje novih mentalnih navika.

U današnje vrijeme postoje mnogobrojne, različite socijalne grupe. Moglo bi se reći da u svakoj od njih postoji osoba koja je na neki način vođa grupe i oni koji su sljedbenici, pa se tako lideri javljaju u svim oblastima društvenog života. Pojmovi kao što su lider, rukovodilac i menadžer veoma se često mijesaju u literaturi i koriste kao sinonimi. Po mišljenju mnogih stručnjaka, lider se razlikuje od menadžera. Dok lider kreira podsticajnu viziju budućnosti u koju sljedbenici vjeruju i ima misiju kojom budi u ljudima emocije i motive, menadžer više rješava probleme, orijentisan je na organizovanje posla i sprovođenje konkretnog poslovnog plana koji se uklapa u datu viziju. Još jedna od razlika jeste u tome što je lider usmjeren na ljude koje vrijednostima i idejama inspiriše, motiviše i ubjeđuje, dok je menadžer više usmjeren na analizu situacije i na racionalno kontrolisanje obavljanja posla, koristeći pri tome nagrade i kazne. Tako je lideru neophodna strast i vještina emocionalnog uticaja na ljude i njihovu djelatnost. Smatra se da onaj od koga se očekuje da bude lider, može da upravlja, ali ne i da vodi, ukoliko u pravoj mjeri ne posjeduje „srce“.

Vođa, odnosno lider je ona osoba koja obavlja čitav niz različitih funkcija: (1) kreiranje vizije, (2) postavljanje ciljeva i određivanje politike grupe, (3) utvrđivanje grupnih vrijednosti i normi, (4) koordinacija rada, (5) kontrolisanje unutrašnjih odnosa među članovima grupe, (6) planiranje načina ostvarenja zadatka, (7) arbitraža u unutrašnjim sukobima i upravljanje konfliktima, (8) pohvaljivanje, podsticanje i kuđenje zaposlenih, (9) predstavljanje svoje grupe pred drugima, (10) služi kao uzor i model za identifikaciju.

Skrivena moć koju lideri imaju jeste u tome što su oni sposobni da vladaju i svojim i tuđim emocijama. Veliki lideru su oni koji su u stanju da svojim idejama i vizijom pokrenu ostale u pravom smjeru. Oni su u stanju da usmjere cjelokupnu energiju grupe ka zajedničkom cilju. Liderstvo bi se moglo definisati na više načina.

emotional skills, as well as to acquire new mental habits.

Nowadays there are numerous, different social groups. It could be said that each of them contains a person who is, in a way, the group leader and those who are his followers, therefore having leaders emerge in all areas of social life. Terms such as leader, head and manager are very often mixed in the literature and are used interchangeably. On the basis of opinion of numerous experts, a leader is different from a manager. A leader creates a stimulating vision of the future that his followers believe in, and has a mission that evokes people's emotions and motivations. A manager is more of a problem solver, focused on the organization of work and the implementation of a specific business plan that fits into a given vision. Another difference is that the leader focuses on people who are inspired, motivated and convinced by his values and ideas, while the manager is more focused on the analysis of the situation and rational control of the performance, using rewards and punishments in the process. Therefore, passion and skills of emotional impact on people and their activities are essential for leaders. It is believed that the one who is supposed to be a leader can manage but not lead if he lacks the "heart".

A leader is someone who performs a variety of functions: (1) creates a vision, (2) sets goals and determining groups policies, (3) establishes group values and norms, (4) coordinates work, (5) controls internal relations among group members, (6) plans task accomplishment methods, (7) acts as an arbitrator in internal conflicts and conflict management, (8) praises, encourages and reproaches employees, (9) presents his group in front of others, (10) serves as a role model for identification.

Leaders are characterised by a hidden power - being able to govern both their own and others' emotions. Great leaders are those who can use their ideas and visions to direct others in the right direction. They are able to focus the entire energy of a group toward a common goal. Leadership could be defined in many ways. One

Jedan od njih je i taj da liderstvo predstavlja izrazit društveni uticaj koji ima istaknuti član grupe (lider) na uvjerenja, mišljenja, emocije i ponašanje članova grupe, koje on motiviše i usmjerava ka ostvarivanju zajedničkih ciljeva. Smatra se da su osnovni, odnosno primarni zadaci lidera: da se postaraju da zaposleni ne samo shvate misiju već i da se usklade sa njom, da unapređuju svoj tim, da obučavaju i izgrađuju samopouzdanje kod članova tima, da pomoću iskrenosti, otvorenosti i pohvala stvaraju povjerenje u svojoj organizaciji, da odišu pozitivnom energijom i optimizmom, da budu hrabri da donose nepopularne odluke, čine smjele poteze, itd (Velč, 2005).

Liderski stilovi

Liderski stil obuhvata čitav niz usklađenih djelatnosti i postupaka koji čine određeni, karakterističan način vođenja grupe. Tako različiti lideri primjenjuju različite stilove vođenja u skladu sa svojom ličnošću, obrazovanjem i prirodnim zadacima grupe koju vode. Svaki lider ima svoj lični, dominantan način rukovođenja. Međutim, pored jednog dominantnog stila, najbolji lideri, u skladu sa okolnostima, koriste i druge liderske stilove. Postoje mnogobrojne različite klasifikacije liderskih stilova. Po jednoj od njih stilovi liderstva mogu se podijeliti u dvije grupe (Goleman, Bojacis, & Maki, 2006): (1) rezonantni liderski stilovi: vizionarski stil, trenerski stil, aflijativni stil i demokratski stil, (2) disonantni liderski stilovi: diktiranje tempa i zapovjednički stil.

Vizionarski stil jedan je od rezonantnih stilova liderstva. Ovaj stil ima inspirativni lider koji svojom vizijom poželjne budućnosti određuje zajednički cilj grupe. Međutim, svojim članovima on daje slobodu da izaberu put do postavljenog cilja. Na taj način lider stvara posvećenost poslu, osjećanje zajedništva, budi osjećanje ponosa i daje značaj čak i u rutinskim poslovima. Vođa koji odgovara ovom stilu liderstva jeste onaj koji od emocionalnih kompetencija, osim sposobnosti inspirativnog liderstva, ima i razvijenu empatiju, kao i osobinu transparentnosti,

of them is that the leadership represents a distinct social influence of a distinguished member of the group (the leader) onto beliefs, opinions, emotions and behaviour of the group members, motivated and directed by the leader towards achieving common goals. It is believed that the basic or primary tasks of a leader are: to ensure that employees understand not only the mission but also to comply with it, to improve their team, to train and build the confidence of other team members, to utilise honesty, openness and praise in order to build trust in their organization, to reflect positive energy and optimism, to be brave to make unpopular decisions, make bold moves, and so on (Velč, 2005).

Leadership Styles

Leadership style involves a whole series of coordinated activities and procedures that make a certain, characteristic method of leading a group. Thus, different leaders apply different leadership styles according to their personality, education, and natural tasks of the group they lead. Every leader has his own, personal, dominant method of leadership. However, in addition to one dominant style, the best leaders, based on the circumstances, apply other leadership styles. There are many different classifications of leadership styles. According to one of those, leadership styles can be divided into two groups (Goleman, Bojacis, & Maki, 2006): (1) resonant leadership styles: visionary style, coaching style, affiliative style, and democratic style, (2) dissonant leadership styles: pace-setting and commanding style.

Visionary style is one of the resonant leadership styles. The style is possessed by an inspirational leader who determines a the common goal of the group by his vision of a desirable future. However, he provides members with the freedom to choose their own path to the destination. That way, the leader creates a dedication to work, a feeling of togetherness, evokes a feeling of pride and gives importance even to the routine jobs. The leader that suits this style of leadership is the one who, when it comes to emotional competencies, in addition to his inspirational leadership, has developed empathy

odnosno iskrenosti. Smatra se da je ovaj stil najefikasniji, pogotovo u situacijama koje zahtijevaju radikalne promjene i nove ideje. Ovaj stil također pruža i najviše zadovoljstva članovima tima. Trenerski stil također spada u grupu rezonantnih stilova liderstva. Ovaj stil, prije svega, podrazumijeva usredsređenost lidera na pojedinca kao ličnost. Lider je usmjeren na razvoj pojedinca, a ne na njegov zadatak. Ovaj stil ima određene prednosti, njime se postiže dobra emocionalna klima, zadobija se povjerenje i izgrađuje se samopouzdanje zaposlenih, a, također se, postižu i dobri poslovni rezultati u organizaciji. Ovaj stil liderstva zasniva se na empatiji i sposobnosti lidera da razvijaju druge. Trenerski stil je najefikasniji kod profesionalno veoma ambicioznih, samostalnih i aktivnih članova tima. Prednost ovog stila jeste u tome što vezuje za organizaciju i zadržava najbolje i najsposobnije stručnjake. Aflijativni stil jedan je od rezonantnih stilova liderstva. Lideri ovog stila ne skrivaju svoje emocije, imaju razvijenu sposobnost empatije, najiskrenije su zainteresovani za emocionalne potrebe zaposlenih, kao i za emocionalnu klimu grupe u cjelini. Na taj način oni ostvaruju duboke emocionalne veze među članovima, kao i lojalnost pojedinca firmi, ali i grupnu koheziju. Ovi lideri više su zainteresovani za zadovoljstvo zaposlenih i skladnu atmosferu u grupi, nego za ostvarivanje ciljeva i profita firme. Aflijativni lideri posmatraju zaposlene prevashodno kao ljudska bića kojima je potrebna pomoć i podrška. Oni omogućavaju uspostavljanje čvrstih veza među ljudima i lojalnost članova svojoj grupi. Ovaj stil liderstva posebno je produktivan u slučajevima kada je potrebno konfliktne odnose pretvoriti u kooperativne, ali i onda kada je potrebno podići posrnuli moral i samopouzdanje grupe. Takođe je veoma potreban i kada je važno postići pozitivno raspoloženje, slogu, sklad i saradnju u timu. Međutim, ovaj stil liderstva ima i svojih nedostataka. Tako lideri koji se previše ili isključivo služe aflijativnim stilom, mogu doći u opasnost da zanemare poslovne zadatke i produktivnost

and transparency or honesty. It is believed that this style is most effective, particularly in situations requiring radical changes and new ideas. This style also provides the most satisfaction to the team members. Coaching style also belongs to the group of resonant leadership styles. The style primarily involves the leader's focus on an individual as a person. The leader is focused on the development of an individual and not on his task. This style has certain advantages; it creates good emotional climate, manages to gain trust and builds self-confidence of employees, while also creating good business results in the organization. The style is based on empathy and the ability to develop other leaders. Coaching style is the most effective at very professional, ambitious, independent and active members of the team. The advantage of this style is that it links and retains the best and brightest professionals to the organization. Affiliative style is also one of the resonant leadership styles. The leaders characterised by this style do not hide their emotions, have developed an ability to empathize, are sincerely interested in the emotional needs of employees, as well as for the emotional climate of the group as a whole. That way, they create a deep emotional connection between members, as well as the loyalty of the individual to the company, but also a group cohesion. These leaders are more interested in employee satisfaction and harmonious atmosphere in the group, than for the achievement of goals and profits of the company. Affiliative leaders perceive employees primarily as human beings who require help and support. They allow the establishment of strong relationships among people and the loyalty of the members to their group. This style of leadership is especially productive in cases when it is necessary to turn the conflict into cooperative relations, but also when it is necessary to raise battered morale and confidence of the group. It is also relevant in situations when it is important to establish positive mood, style, harmony and team collaboration. However, this style of leadership has its drawbacks. Therefore, leaders who are too dedicated, exclusively devoted to the affiliative style, may find themselves in danger of neglecting business tasks and productivity of

organizacije. Zbog tih razloga, smatra se da je dobitna kombinacija kada se aflijativni i vizionarski stil liderstva koriste zajedno. Demokratski stil liderstva takođe spada u grupu rezonantnih stilova. Ovaj stil karakteriše traženje i uvažavanje mišljenja članova grupe, kao i delegiranje ovlašćenja vođe na niže nivoe u strukturi organizacije. Takođe je karakteristično i grupno odlučivanje. Demokratski lideri su više ravnopravni članovi tima, pouzdani savjetnici i dobri saradnici, za razliku od naredbodavaca koji se uzdižu iznad grupe i koriste svoju moć za postizanje poslušnosti zaposlenih. Ovaj stil liderstva veoma je koristan u slučajevima kada je potreban konsenzus u pogledu cilja i sredstava, onda kada lider nema jasnu ideju, ili kada ima ideju ali ne zna da je sprovede u praksi. Ovaj stil takođe ima i svojih nedostataka. Njegove negativne strane jesu predugi sastanci, varljiv konsenzus, neadekvatnost u vrijeme krize kada je hitno potrebno donositi prave odluke.

Diktiranje tempa spada u disonantne stilove liderstva. Ovaj stil se odlikuje time što vođa postavlja visoke standarde u pogledu brzine i kvaliteta obavljanja posla. Ovaj stil se temelji na liderovoj izrazito razvijenoj potrebi za postignućem. Primjenjuje se rijetko i oprezno, s obzirom na tempo koji vodi ka brzom poslovnom uspjehu, a koji vrlo lako može da iscrpi zaposlene. On takođe može da ih potpuno destimuliše, uništi im moral i učini ih nezadovoljnim. Ovo je rezultat pojave da se zaposleni osjećaju kao sredstva u rukama bezdušnih lidera. Diktiranje tempa može biti uspješan način vođenja u slučajevima kada je tim snažno motivisan, visoko kvalifikovan, sposoban, samostalan i onda kada je najvažniji sam rast kompanije. Najbolji rezultati postižu se korišćenjem ovog stila zajedno sa vizionarskim ili aflijativnim stilom liderstva. Zapovjednički stil liderstva takođe spada u grupu disonantnih stilova. Karakteriše ga rukovođenje koje se uglavnom svodi na izdavanje naredbi koje se pri tome ne obrazlažu. Ove naredbe moraju se bespogovorno izvršiti od strane podređenih.

the organization. For these reasons, it is considered a winning combination when the affiliate and visionary leadership styles are used together. Democratic leadership style also belongs to the group of resonant styles. It is characterized by seeking and respecting opinions of the group members, as well as empowering the leader to implement his authority to lower levels in the organizational structure. It is also characteristic by group decision making. Democratic leaders are equal members of the team, trusted advisors and good associates, unlike the commanders who tend to rise above the group and use their power to accomplish employee obedience. This style of leadership is very useful in situations where a consensus is needed in terms of objectives and means, when the leader does lacks a clear idea, or in the situations when the leader has an idea but does not know how to implement it in practice. This style also has its drawbacks. Its negative sides are lengthy meetings, deceptive consensus, inadequacy in times of crisis when adequate and rapid decision-making is crucial.

Pace-setting falls into dissonant leadership styles. It is portrayed by the fact that the leader sets high standards in terms of speed and quality of work. The style is based on a highly developed leader's need for achievement. It is applied rarely and cautiously, given the pace that leads to rapid business success, which can very easily result in exhausted employees. It can also completely discourage them, destroying their morale and making them dissatisfied. This is a result of the occurrence that employees feel as tools in the hands of a heartless leader. Pace-setting can be a successful way of leadership in cases when the team is strongly motivated, highly qualified, capable, independent, and when the growth of the company is the most important aspect. The best results are achieved by utilizing this style along with visionary or affiliate leadership style. Commanding leadership style also belongs to the group of dissonant styles. It symbolises management that is mainly reduced to commanding without further explanations. The subordinates must unconditionally execute These commands. The leader represents

Lider predstavlja tiranina koji svoju moć temelji na strahu, a svojim zapovijestima i bespogovornim naredbama ponižava i demotivira svoje zaposlene. Na taj način on stvara nezadovoljstvo, otpor i lošu klimu u kolektivu. Ovakav lider je zastarjeli tip autoritarnog vođe koji je danas nepoželjan jer dugoročno može da uništi poslovanje ali i kompaniju. Ovaj stil liderstva je najmanje stimulativan i najmanje efikasan. Naziva se još i komandujućim stilom, a preporučuje se samo u slučajevima kada se razumno i humano primjenjuje u nekim kriznim situacijama kao što mogu biti npr. teroristički napad, zemljotres, itd. To su slučajevi u kojima je potrebno hitno reagovati i umiriti članove grupe.

Smatra se da specifična situacija može da zahtijeva odgovarajući stil liderstva. Tako je u slučaju kada se vrše korjenite promjene u organizaciji kojoj prijeti propast najpoželjniji vizionarski liderski stil. Ukoliko posao zahtijeva posvećenost, svježije ideje i konsenzus svih članova, preporučuje se demokratski stil. Situacija u kojoj je riječ o podsticanju visokokvalifikovanog i samomotivisanog tima, efikasan je onaj lider koji je sklon diktiranju tempa. Pomenući autor Goleman smatra da su lideri, prije svega, odgovorni za stvaranje emocionalno inteligentne organizacije, ali da to nije ni malo lagan posao. Organizacije su po svojoj prirodi inherentne i počinju se mijenjati tek kada njihovi članovi konačno shvate da rade u neskladnoj, disonantnoj grupnoj atmosferi i da im posao ne donosi zadovoljstvo već neprijatnosti, dosadu, kao i napetost i konstantan stres. Za izgrađivanje efikasne i skladne organizacije u kojoj vladaju konstruktivne grupne norme, a čiji članovi dobro međusobno saraduju, imaju povjerenje jedni u druge, samosvjesni su, empatični i posvećeni svom poslu, najvažnija je grupna emocionalna inteligencija. A u razvoju kolektivne emocionalne inteligencije i u uspostavljanju skladne, demokratske, otvorene i kooperativne kulture organizacije, važnu ulogu ima rezonantni lider.

a tyrant who bases his power on fear, and who uses his explicit orders to humiliate and demotivate his employees. Such actions create frustration, resistance and negative environment in the working community. This type of leader represents an outdated authoritarian leader who is undesirable nowadays because such attitude can destroy both the long-term business operations and the company. Such style of leadership is the least stimulating and least efficient. It is only recommended in cases where it is applied reasonably and humanely in crisis situations such as terrorist attacks, earthquakes, etc. These are the situations where it is necessary to respond promptly and reassure members of the group.

It is believed that a specific situation may require appropriate leadership style. Thus, in a situation when radical changes are made in an organization that is faced with the threat of being shut down, a visionary leadership style is preferred. If a job requires commitment, fresh ideas and consensus of all members, it is recommended to utilise a democratic style. The situation that involves stimulating a highly qualified and self-motivated team, the most effective leaders are those who are fond of setting the pace. Goleman believes that leaders are primarily responsible for creating an emotionally intelligent organization, which is not an easy job by any means. Organizations are inherent by nature and begin to change only when their members finally realize that they operate in a dysfunctional, dissonant group atmosphere and that their work brings no pleasure but discomfort, boredom, tension and constant stress. In order to form an effective and coherent organization ruled by constructive group norms and whose members cooperate well with one another, trust one another, are self-confident, empathetic and dedicated to their work, the most important aspect is group emotional intelligence. In the development of collective emotional intelligence and in establishing a consistent, democratic, open and cooperative culture of the organization, a resonant leader has an important role.

ZAKLJUČAK

Lideri su oduvijek igrali jednu emocionalnu ulogu. Nema nikakve sumnje da su prvi lideri koje je čovječanstvo imalo svoj položaj stekli najviše zahvaljujući emocionalnoj privlačnosti svog liderstva. Tokom čitave istorije i u svim kulturama, u svakoj grupi ljudi lider je onaj od koga ostali očekuju pomoć i objašnjenje kako da se suoče sa neizvjesnošću ili opasnošću, odnosno kada i kako neki posao treba da se uradi. Tako lider djeluje kao emocionalni vođa grupe. U svakoj grupi lider posjeduje maksimalnu moć da usmjerava emocije svakog pojedinca. Ako se emocije ljudi podstaknu tako da prerastu u entuzijazam, učinak može izuzetno da se poveća. Međutim, ukoliko se u ljudima izazovu zlovolja i anksioznost, oni će zaostajati. To ukazuje na još jedan značajan aspekt emocionalnog liderstva, a to je da ono obezbjeđuje nešto više od samo dobro obavljenog posla. Sljedbenici od lidera, između ostalog, očekuju emocionalnu vezu zasnovanu na suosjećanju, odnosno empatiji. Liderstvo uvijek uključuje ovu primarnu dimenziju. Kada pokrenu emocije u pozitivnom pravcu, lideri iz svakoga izvlače ono što je najbolje. Ovaj efekat naziva se rezonancom. Međutim, kada se emocije pokrenu u negativnom pravcu, lideri izazivaju disonancu.

Da li će neka organizacija propadati ili napredovati, velikim dijelom zavisi od toga koliko efikasno će lideri ispoljavati ovu primarnu emocionalnu dimenziju. Da bi emocionalno inteligentno liderstvo funkcionisalo na opštu korist, najvažnije je posjedovanje kompetencija emocionalne inteligencije. One se odnose na to kako lider upravlja sobom i svojim odnosima sa drugim ljudima. Lideri koji maksimiziraju pozitivne efekte emocionalno inteligentnog liderstva, emocije svojih sljedbenika usmjeravaju u pozitivnom pravcu. Postavlja se pitanje na koji način sve to funkcionise. Nedavna istraživanja mozga otkrivaju neurološke mehanizme emocionalno inteligentnog liderstva i objašnjavaju zašto je emocionalna inteligencija toliko važna osobina.

CONCLUSION

Leaders have always played an emotional role. There is no doubt that the first leaders of humanity gained their position mainly due to the emotional appeal of their leadership. In every culture, in every group of people throughout history, leader is the one from whom others expect help and explanation on how to deal with uncertainty and danger, or when and how a job should be done. Thus, the leader acts as an emotional leader of the group. In each group, leader has maximum authority to direct the emotions of each individual. If the emotions of people are encouraged to transform into enthusiasm, the effect can be extremely increased. However, if the people are provoked to develop ill will and anxiety, they will fall behind. This indicates another important aspect of emotional leadership - it provides more than just a job well done. The followers of a leader expect, among other things, an emotional bond based on compassion or empathy. Leadership always involves this primary dimension. Once they manage to instigate emotions towards a positive direction, the leaders extract only the best from each member of the team. This effect is called resonance. However, when emotions are instigated in a negative direction, the leaders cause dissonance.

Whether an organization is to improve or deteriorate, largely depends on how effectively the leaders will express this primary emotional dimension. In order for an emotionally intelligent leadership to be utilised for general benefit, the most important is to possess the competencies of emotional intelligence. They refer to the method the leader manages himself and his relationship with other people. The leaders who maximize the positive effects of emotionally intelligent leadership manage to direct the emotions of their followers in a positive direction. This raises the question of how it all works. Recent brain research reveals neural mechanisms of emotionally intelligent leadership and explain why emotional intelligence is such an important trait.

Na osnovu svega navedenog, može se zaključiti da emocionalna inteligencija utiče na uspjeh lidera, čime se potvrđuje i postavljena hipoteza ovog rada.

Based on the above, it can be concluded that emotional intelligence affects the success of leaders, thus confirming the hypothesis of the paper.

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