

concept of intelligence is briefly described, but before discussing its relationship with the emotions, it is pertinent to briefly describe what constitutes emotions.

1.2 Emotions

By definition, emotions are a "constellation of high intensity responses that include expressive manifestations, physiological and subjective types'. Depending on their intensity, they can affect the motivations and behaviors of an individual by taking his/her attention on events, thoughts. Most researchers believe that emotions have the function of ensuring the adaptation of the individual. Thus, according to Mayer and Salovey, emotions are organized responses by several psychological subsystems to adapt to a stimulus. This definition highlights that emotions are inseparable from the intelligence, point underlined by Jean Piaget and his successors.

1.3 Intelligence

Piaget defines intelligence as "(...) a structure showing some forms of exchange between the subject or subjects and surrounding objects, or from far away. "In other words, this is a biological process which aims to adjust the individual to his/her environment. According to the researcher, this adaptation is made possible by assimilation and accommodation.

Assimilation allows the integration of external objects by linking them to existing structures of thought, while accommodation allows changing these patterns of thought to be in harmony with the environment. Thus, because the environment is constantly generating imbalances - by new or discordant information with existing patterns of thought - the knowledge of the individual, gained from its development are constantly tested and revised. In fact: "(...) social life transformed by the triple intelligence through language (signs), content of exchange (intellectual values) and rules imposed on thought (logical collective standards or pre-logical)".

Piaget's theory on intelligence allows understanding how an individual manages to interpret the stimulus from his/her environment, either by mobilizing his/her past experience and deduction skills. This adaption ability increases with the development of consciousness. Piaget explains the development of intelligence in four nonlinear steps:

1. The stage of sensor motor intelligence (from birth to about 2 years old);
2. The stage of pre-operative intelligence (from about 2 years old to 6 years old);

mentioned earlier, Lopes, Salovey and Beers demonstrated that there is a positive relationship between the ability to manage emotions and quality of social relations and that, beyond other personality variables measured. This study was carried out in a social context, it is relevant to verify whether these results are reproduced in a professional context. Note that the measurement performance, MSCEIT, is used in this study to measure the emotional intelligence.

The thesis of Gordon shows, that managers have a strong⁷ ability to identify their emotions and those of others have better superior-subordinate relationships. Moreover, managers with a strong ability to identify emotions of others are perceived by their employees and their immediate boss as effective leaders. Note that the measurements used in this study were measured by self-assessment, WLEIS to measure emotional intelligence, and LMX-7 to measure the quality of the superior-subordinate relationship.

The study of Sears and Holmvall is similar to Gordon . Their⁸ analyses indicate that emotional intelligence of the manager and his employees affect jointly the quality of their relationship. The strongest relationships are observed in this study, when the emotional intelligence of the two protagonists is high. When the emotional intelligence of the superior and subordinate are both weak, a quality relationship is nevertheless observed. Sears and Holmvall attributed this result to the fact that two members have similar expectations. Finally, when the emotional intelligence of two members is different, the quality of the relationship is lower. For its part, Antonakis re-analyzed data from several studies using self-assessment measures (the eqi Bar-On and wleis) and a measurement performance (MSCEIT). His study shows that emotional intelligence does not explain the superior-subordinate relationship when the personality and intelligence of the participants are controlled.

In light of these studies, it is plausible to associate a high emotional intelligence to a superior-subordinate relationship quality. More precisely, managing emotions and perception of emotions are factors of emotional intelligence that demonstrated a significant link in in this section [studies in model and Furnham Petrides ,these variables are represented respectively by self-regulation and emotionality]. Despite these results, further studies are needed to validate these initial findings, particularly in light of results proposed by Antonakis. Since this is the measurement and

⁷G. B. Graen. "Relationship-based approach to leadership: Development of leader-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective." *Leadership Quarterly*, JAI Press,London,1995, 219-247

⁸ I. G. Sears,C. Holmvall,. "The joint influence of supervisor and subordinate emotional intelligence on leader-member exchange." *Journal of Business and Psychology*,Oxford university press,2010, 593-605

to the conclusion that the link between emotional intelligence and transformational leadership has been, to date, overestimated. In light of this information, the unequivocal link between emotional intelligence and transformational leadership has yet to be demonstrated. Because this study uses an approach to measure emotional intelligence, it is likely that a link between this concept and transformational leadership is identified in the analyzes. This link may also be observed with the components of this style (or idealized influence, inspiration and motivation through individualized consideration), given that this link has been observed in previous studies. Finally, it is possible that a link be found between emotional intelligence and contingency management by (facet of transactional leadership).

Hypothesis 2: emotional intelligence manager explains part of the variance of his idealized influence.

Hypothesis 2.1: emotional intelligence manager explains part of the variance of motivation for inspiration.

Hypothesis 2.2: emotional intelligence manager explains part of the variance of its individualized consideration.

Hypothesis 2.3: emotional intelligence manager explains part of the variance of its management by contingency.

Hypothesis 2.4: emotional intelligence manager explains part of the variance of his transformational leadership.

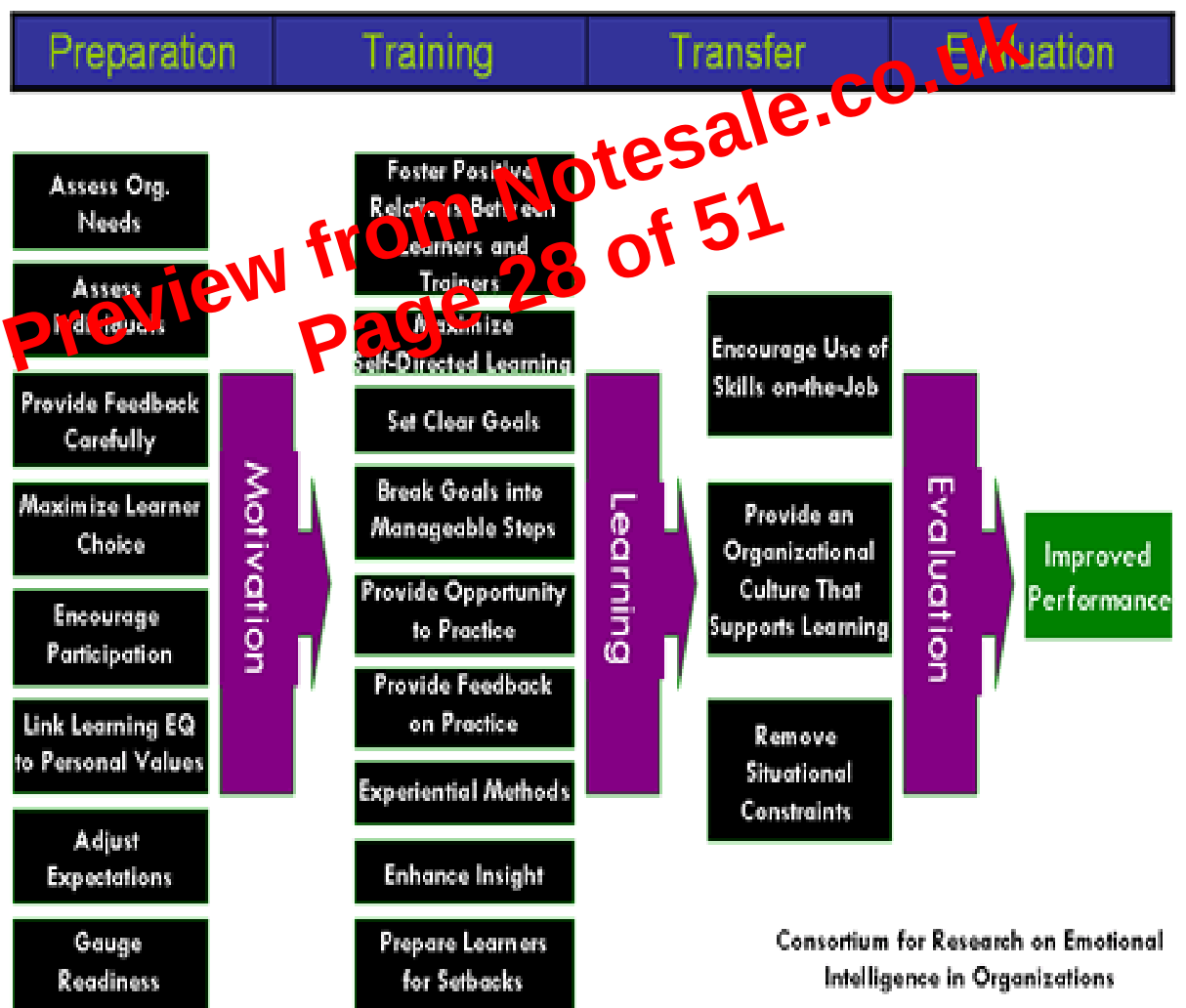
Questions implied: Is that emotional intelligence manager explains part of the variance in leadership? If this is the case, what leadership behaviors are best explained by emotional intelligence manager?

4.4 Links and assumptions between the leadership styles and superior-subordinate relationship

In general, transformational leadership is associated with a quality relationship between the superior and his subordinate. Thus, the study of Deluga reveals that the superior-subordinate relationship is positively associated with transformational and transactional leadership. This study also shows a negative relationship with the laissez-faire leadership. Moreover, linear regressions indicate that transformational leadership, especially the charisma and individual consideration, has a positive impact on the superior-subordinate relationship, beyond the transactional leaderships and laissez-faire. At the same order, the literature review of Henderson, Liden, Glibkowski and Chaudhry notes that the more a manager adopts transformational behaviors, the more the quality of lmx is high.

The guidance for social and emotional training is introduced in Figure 1. They are organized in the shape of a flow chart that determines the optimal process for helping individuals to increase their emotional skills in personal and interpersonal situation.

Figure 1. The optimal Process for developing emotional intelligence in organizations



them lessons about "behavioral styles. Often the most noticeable individual values will be work-related, but they need not be. By motivating learners that training will help them for a career success will be hard if success is not that important to them. Luckily, other inducement for emotional and social learning is not hard to find. In one famous emotional competence program, many persons taking part into this program mentioned that the skills they learned were as beneficial in directing relationships at home as they were at work.

- Adapt expectations. Expectations about accomplishment can become self-fulfilling prediction. People who have a self-esteem and self-confident that they can succeed in a training program will have more tendency to be more motivated and, not particularly, more successful. Unluckily, in the case emotional and social learning, several persons are doubtful that emotional intelligence can be enhanced. And persons who find social and emotional issues challenging will be specifically unclear about their capability to improve. To increase motivation, learners have to believe not only those greater emotional skills will lead to evaluate results, but also that it can be improved. Moreover, they should have a realistic expectation of what the training program will be about. Trainers can improve learners' self-efficacy in different ways. For instance, in the jobs program, an award-winning program created to help jobless employees to overwhelmed pessimism and find new jobs, the participants notice the trainers involve in a job interview. The trainers purposely make many mistakes during the role-play. The participants then propose some suggestions for a better performance, and the trainers do the role-play again, incorporating the participants' suggestions. The participants notice how beneficial the approaches are, and the trainers indicate that the participants have shown that they already know most of what the experts know about how to lead a good job interview.

Gauge Readiness. Studies on different variety of behavior change programs propose that people go via many stages of readiness for change before they are willing to make a real commitment. In the first stage, they renounce that they need to change. In the next stage, people start to observe that they need to enhance, but they are not sure that anything can be done about their issues and they delay making a decision. In the third stage, the individual knows that there is an issue and also that there are solution to handle it, but the individual has not set a clear strategy to act. It is not until the fourth stage that the person is willing to act. People at this stage have a sure strategy, and they turn it into action. Before training starts, the training staff should appraise the readiness

Conclusion

Emotional intelligence optimizes the beneficial actions and promotes better management of those causing some form of suffering. Leadership, for its part, helps guide employees and encourages their participation. This research has shown that Emotional Intelligence, as technical competencies, can be improved via a methodical and persistent approach to get competence in personal and social awareness, self-management, and social skill. In fact, unlike technical competencies the path in the brain connected with emotional and social skills are different then those involved by more emotional learning. Because the foundations of emotional and social competencies are usually laid down early in life and strengthened over many years they turn into being symbols with our self-image and hence need concentrated attention over time to lead about change.

Emotional intelligence is one of the most efficient ways which helps a leader to clear idea about people before judging them more clearly and closely and build a connection between them. It evolves a sense of awareness, balance feeling and a strong blend of emotional ability (critical thinking, conceptual and creative thinking), people competencies (Interpersonal competencies, influence competencies and communication competencies). This study has taken some measures on the way to understanding the link between effective leadership and emotional intelligence, and determining the key role affective factors which play pivotal in improvement towards leadership and quality in organization.

Every person of different age can be socially and emotionally competent. In fact, the rules for evolving this kind of skill differ considerably from those that have

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