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EMOTIONAL LEADERSHIP AND WAYS OF ITS FORMATION IN NATIONAL TECHNICAL UNIVERSITY «KHARKIV POLYTECHNIC INSTITUTE»

The paper examined in details a phenomenon of emotional leadership, ways of its display and formation. The experience of National technical university «Kharkiv polytechnic institute» in unleashing the potential of emotional leadership of students of engineering and humanitarian branches through stimulation of the development of emotional intelligence are given. It is shown that raising of the level of emotional intelligence of students in higher technical institutions are provided by such factors as: synergy effect through the involvement of specialists of various scientific fields; involving students in research and creative projects; development of moral character of future specialists; formation of students focus on success. Results of research aimed at leadership potential disclosure through the development of emotional intelligence of students of technical universities are shown. Comparison of dynamics of indicators of emotional intelligence of students in NTU «KhPI» and other Ukrainian universities that prepare students both technical and humanitarian type are posted.

Keywords: leadership, emotional leadership, emotional intelligence, creativity, control of emotional states.

Problem statement and its relevance. Modern Ukraine faced the problem of crisis of management system. The idea of authoritarian control once again has shown its inefficiency and inability to meet the demands of today's dynamic world. At the same time, representatives of the command control still occupy high positions at various levels in public and private organizations. Our country is on the path of profound transformation in all areas ranging from the economy to education. The implementation of these changes need not only political reforms, but also significant changes in the personnel training of future managers who relying in their work not on strict rules and orders, but on improving the quality of interpersonal interaction with their subordinates.

Creating a system and choice of models and methods of management in our country today are related to continuous scientific research solving the optimal number of complex economic, social and political problems of radical renovation of all levels of management, the formation of a new style of management. Taking into account its actual quality composition it requires a significant improvement of management training of all professional areas.

The complexity of these new tasks leads to an urgent need for a fundamentally different management training of almost the entire working population. People must learn to live and work at a new level of interpersonal understanding. Managers also have to provide proper conditions for maximum realization of creative potential of each employee.

The need for staff support of deep transformation processes in Ukraine requires targeted training and sustainable use of highly qualified specialists with a deep knowledge of nature and patterns of interpersonal relationships, with the ability to organize people into effective implementation of joint activities, mobilizing and integrating their individual motives, aspirations and interests. Indeed, the new conditions of functioning of the national socio-political and economic system logically require a completely new management model. Practice has demonstrated the inability of the vast majority of professionals emerged as leaders of the administrative-command system to work effectively in a liberalized society. Therefore, we can state that the critical situation in the country today is largely caused by crisis of management.

One of the main conditions to overcome this crisis is the formation of the staff corps leaders of the new formation. The main way to solve this problem is to help talented young people in the development of individual psychological characteristics that would help them to become effective leaders. The ideal model of a leader, in our opinion, is a model of

emotional leader who deeply understands the peculiarities of human relations, is able to inspire others to fruitful creative work, continuous development and improvement.

At the same time it is important to distinguish the emotional leader of unethical charismatic. The latter is also well versed in the specifics of interpersonal relationships between people, but unlike the emotional leader uses his abilities for his own psychological or material gain.

Analysis of scientific papers on the issue. Problems of education and management are actively explored by our country's leading experts in the field of education and psychology: V.H. Kremen, I.A. Ziazun, N.H. Nychkalo, S.U. Honcharenko, A.M. Aleksyuk, V.I. Luhovyi, I.D. Bekh, V.P. Andrushchenko, S.O. Sysioeva, V.O. Kudin, V.O. Moliako, O.I. Kulchytska, Yu.F. Zinkovskiy, V.A. Kozakov, V.S. Liednov, H.O. Ball, I.F. Prokopenko, V.Yu. Bykov, L.P. Pukhovska, O.E. Kovalenko. Works of local researchers mainly focus on the search for optimal ways of forming leaders and managers in terms of higher education.

However, our scientists for years have paid insufficient attention to the issue of leadership, believing that it is impossible to study the phenomenon of leadership in scientific terms. Yet in recent years more works, which are devoted to the problem of leadership appear. The main provisions of national views on the phenomenon of leadership are reflected in the works of S.V. Kalashnikova, M.D. Vynohradska, T.V. Hura, K.V. Babko. Researchers focus primarily on clarification of the concept of leadership, systematization of approaches to its definition, description of types and styles of leadership. At the same time, consideration and experimental verification of the theory of emotional leadership stay out of scientific focus.

Emotional leadership theory was developed mainly by foreign scientists, including R. Bar-On, D. Goleman, K. Manfred, J.D. Mayer, P. Salovey, S. Kerr, J.M. Jermier, R. Boyatzis, K. Cashman, J. Lipman-Blumen, S. Drotter, J. Noel. Researchers have devoted much attention not only to interpersonal and psychological manifestations of leadership, but to its psycho-physiological basics. Understanding the importance of emotional intelligence in skills development for effective leadership in future professionals led us to understanding the need to support and stimulate its development in the context of higher education.

Aim of this paper is to present the main ways and intermediate results of power of emotional leadership of psychology students studying at the National technical university «Kharkiv polytechnic institute».

To implement the goal of the article we have identified the following objectives:

1. To analyze the assumptions of the theory of emotional leadership.

2. To describe the main ways of creating the potential for emotional leadership by stimulating the development of emotional intelligence of students at the National technical university «Kharkiv polytechnic institute».

3. To present the results of the study of development of the different components of emotional intelligence of psychology students during their training at the National technical university «Kharkiv polytechnic institute».

Main material. The concept of emotional leadership is based on the belief about the decisive role of emotional intelligence in the human life. The term «emotional intelligence» was proposed by American psychologists J. Mayer and P. Salovey to refer to the human potential for particular awareness, understanding and managing emotions in a way that they contribute to the emotional, personal and intellectual growth of a man.

R. Bar-On supplemented the concept of emotional intelligence through introduction of the concept of emotional and social intelligence and created a model, which described the main components that provide emotional and social progress of a man. These components were divided into five groups depending on the scope of their manifestation [5].

The first area in which the author believes emotional intelligence is manifested is intra personal. It centers around a person's ability to understand his own feelings and to manage them. This area include the ability for introspection, independence, self-esteem and focus on self-actualization.

The second area is the sphere of interpersonal relations. It deals with a person's ability to interact with others effectively. This area includes the following: the ability for empathy, social responsibility, constructive interaction skills.

The third area is the area of adaptability, which reflects the ability of a person to the flexibility, feasibility and adequate assessment of changing conditions of the world around us. This area of emotional and social intelligence includes the potential for solving problems, mental flexibility, the ability to adequately assess the reality.

The fourth area is the area of stress management, which should ensure the person's ability to maintain common sense and self-confidence in situations of uncertainty. This area includes the following components: tolerance to stress and high control of his impulsive actions.

The fifth area is the area of the general mood. High level of emotional and social intelligence requires individuals positive attitude towards others and life in general. This area includes two main components: life satisfaction and optimism.

According to the views of R. Bar-On a high level of emotional and social components of all five component areas of life provides a successful person in interpersonal relations in general and in the management process in particular.

On the basis of concepts of emotional intelligence of J. Mayer and P. Salovey and the theory of emotional and social intelligence of R. Bar-On the idea of emotional leadership was formed. This idea was theoretically elaborated and empirically grounded by american researcher D. Goleman. The revolutionary idea of D. Goleman is that no human intelligence determines success in the twenty-first century, and the ability to understand his own emotions and the emotions of others. This ability gives man the key to govern others well and not through legislative orders, but through the process of emotional «infection» and inspiration of others with his own optimistic example [1].

D. Goleman believes that the success of man in the twenty first century does not depend on intelligence, but on the ability to understand his own emotions and the emotions of others. This ability gives man the key to prudent management not through legislative orders, but through the process of emotional «contamination» and inspiration of others with his own optimistic example [2].

According to this approach the leader is not just a competent manager, who is well versed in various technologies and processes, he is primarily a high-psychologist, able to direct the emotions of others in a creative direction. An impor-

tant feature of such leader is the ability to inspire and support others, his attitude subordinate forces to provide high quality of work. Thus, according to D. Goleman 70–80% of all managers in positions at various levels of significance are not effective leaders, not least because of the neglect of emotional leadership abilities. It should be noted that the data of D. Goleman primarily related to companies in Western Europe and North America, we believe these figures in Ukraine can be even more pronounced [1].

In order to form the emotional leaders scientists of the Department of Pedagogy and psychology of social systems developed system of training specialists in various professional areas, which aims to support the development of emotional intelligence of students. Currently all measures are used in the training system in work with psychology-students, and some of its elements are used in work with students from other professional fields.

The system of emotional leaders training is based on pedagogical principles that claim:

1. The use of a synergistic effect in the learning process, implemented through the involvement of teachers of different professional areas. At the department of Pedagogy and psychology of social systems management there are representatives who work in 10 scientific fields simultaneously: psychology, pedagogy, philosophy, engineering, biology, medicine, mathematics, economics, government, arts. The combination of unique philosophies and professional experience of teachers in different directions provides multifaceted training of future professionals and allows them to develop the skills of interaction with people in different values and personal beliefs.

2. Engaging students into work on different directions of research and creative projects. Opportunity to try to work not only in the comfortable and familiar direction, but also in the area where their knowledge and skills are not highly developed, allows students to get to know the depth of their capabilities and improve the work of his other abilities.

3. Development of the moral qualities of students and teachers. Understanding and respectful attitude towards universally human values of different cultures and communities significantly increases the level of emotional intelligence of the individual. In order to form stable moral and ethical qualities students of NTU «KhPI» take part in evenings of spiritual poetry «Easter bell». Students and teachers from universities of Kharkiv, authorities, poets and writers are usually invited to this event. Many students note that such events have a very strong emotional impact on them, force them to think about the meaning of life and eternal spiritual values.

Realizing the depth of the spiritual perspective of future professionals, specialists of department of Pedagogy and psychology of social system management began to work on the creation of the Ukrainian scientific-educational centre of spiritual culture in society in NTU «KhPI». Creation of the centre will be a new step in the methodology of forming the moral and ethical development of the individual.

4. Development of the focus on success of students. The specialists of our department developed a number of courses and programs devoted to the study of ways and strategies for success achievement that are reflected in the textbooks «Philosophy of success», «Philosophy of success. The psychological aspect», «Pedagogy of success» and copyright of similar courses. Students-psychologists are introduced to these courses during all five years of study at the university.

Engineering students also have the opportunity to read more concise versions of these courses at the third or fourth year of study at the university, depending on the professional area.

Introduction of listed pedagogical principles to the work of the students allows to significantly increase their personal and moral development and provide significant improvement of competencies that make up the complex human emotional intelligence.

Over the past five years, researchers of the department have not only actively used above pedagogical principles in the work, but also conducted research features of emotional intelligence of students, psychologists and engineers students studying at the National technical university «Kharkiv polytechnic Institute» and beyond it. In total, the study involved

100 students enrolled in the specialty «Psychology» and 78 students enrolled in the specialty «System Analysis and Management» of NTU «KhPI». Also, as a comparison group 84 students studying in the specialty «Psychology» in other universities in Kharkiv were involved. The study was conducted using a questionnaire of N. Hall to determine the level of their emotional intelligence.

Studies of the development of emotional intelligence were carried out in several stages. In the first phase (September 2010) a survey of first-year students to determine their initial level of emotional intelligence was conducted.

In the second stage of the study a survey was conducted with the same students after two (September 2012) and four (September 2014) years of their studies at the university.

The third phase of the study conducted a comparative analysis of the characteristics of emotional intelligence of students of different professional orientation.

Table 1

Development of components of emotional intelligence of students-psychologists in NTU «KPI» while studying in higher education institution

Index of Emotional Intelligence	Average (points)		
	1 year (September 2010)	3 year (September 2012)	5 year (September 2014)
Emotional awareness	12±3,4	13±2,1	15±1,7
Managing emotions	11±2,8	12±1,8	14±2,2
Self motivation	13±3,5	15±2,7	16±2,2
Empathy	11±2,1	13±1,8	17±0,9
Recognition of emotions of other people	13±2,8	15±2,2	16±1,2
Integrative index	61±7,8	68±4,6	78±2,6

The table shows the test results of students-psychologists studying at the Department of pedagogy and psychology of social systems management of NTU «KhPI» on indicators of emotional intelligence in three time periods.

N. Hall’s method allows to diagnose partial and integrative indicators of emotional intelligence. Partial indicators are measured with the 18-point scale, integrative with 90-point scale.

From the tables we see that students-psychologists show substantial increase of partial and integrative indicators of emotional intelligence while studying at the Department of Pedagogy and Psychology of social systems management of NTU «KPI». Thus, the indicators such as «Empathy», «Self motivation» and «Recognition of emotions of others» show the largest gain.

After five years of training future psychologists demonstrate a high level of emotional intelligence (an average of about 78 points) in the vast majority, despite the fact that in the moment of joining the university their level of emotional intelligence ranged between low to medium (an average of about 61 points).

This allows us to assume that the provision of training of future psychologists at NTU «KhPI», according to pedagogical principles listed above, allows significantly increase their emotional intelligence, and consequently the potential for effective emotional leadership.

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To make sure that features of the training program have improved the level of emotional intelligence of students-psychologists, we conducted a qualitative comparison of features of emotional intelligence in three groups. The first group consisted of students-psychologists from NTU «KhPI» whose results we quoted above. The second group consisted of students-engineers from NTU «KhPI», who also had the opportunity to get acquainted with the individual elements of the author’s training system for emotional leaders. The third group consisted of students-psychologists from other national universities of Kharkiv, who had received psychological quality education and did not have access to the author’s training system that has been developed at NTU «KhPI». The results of comparison of the dynamics of changes in the level of emotional intelligence while studying at the university in all three groups are represented in the figure below.

The figure shows that during the first test, conducted in September 2010, the level of emotional intelligence of students of all three groups differed slightly.

During the second test, which was held in September 2012, significant differences in the level of emotional intelligence were found. The highest results of integrative index were found in the group of students-psychologists, studying at NTU «KhPI». The average level of emotional intelligence

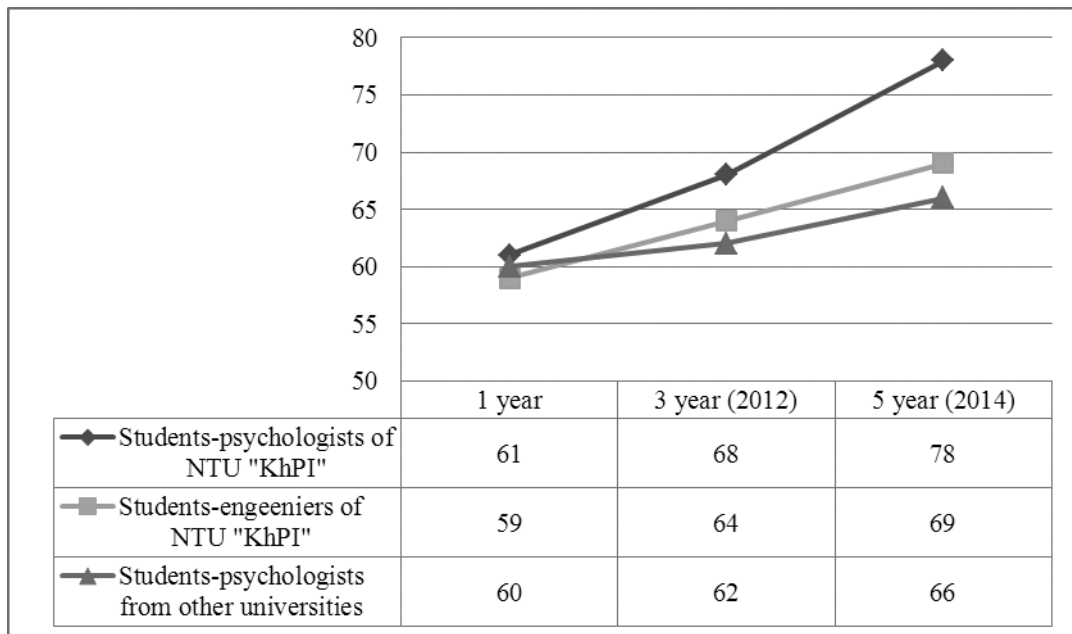


Figure. Dynamics of changes in the level of emotional intelligence of students of three groups while studying at the university

in this group was close to 68 points, indicating a tendency to move to a high level of emotional intelligence.

The second highest result was shown by students-engineers, studying in NTU «KhPI». Their level of integrative index increased from low to medium.

The third place took students-psychologists from other universities of Kharkiv, who showed the lowest average point increase of integrative index of emotional intelligence.

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During the third test, conducted in September 2014, the difference between groups increased even more dramatically. Students that were enrolled in NTU «KhPI», both psychologists and engineers for the most part demonstrated a high level of emotional intelligence, while students-psychologists of other universities showed average results. The significance of the obtained results is strengthened by the fact that students-psychologists from other universities devoted much time to the study of individual psychological characteristics of human, social and psychological characteristics of interpersonal interaction. However, their results were below the average of results of students-engineers studying at NTU «KhPI» who did not study so many subjects devoted to psychology of individual.

Particular growth in dynamics of emotional intelligence level observed in a groups of students of NTU «KhPI» on our belief was connected with particular educational environment that has been created at our university by scientists

of Department of pedagogy and psychology by implementing the above pedagogical principles. Implementation of the synergies in the selection of teachers, the active involvement of students into divergent creative projects, development of moral character and enhance of students spirituality, formation of students focus on success – all these conditions ensure a sustainable growth of level of emotional intelligence of future professionals and give essential support in the process of formation of emotional leadership potential.

Conclusions. Through the theoretical and empirical research stages, it was found that:

- Modern manager can demonstrate the high efficiency of the application of skills and principles of emotional leadership, which includes the ability to supportive and inspired management, and is based on a high level of emotional intelligence;

- Emotional intelligence is a complex multifaceted entity that includes a high level of personal competencies intra personal, interpersonal, adaptive areas of life;

- Increase of the level of emotional intelligence is provided through the deepening of human knowledge about the features of psychological, moral and spiritual world of a man;

- National technical university «Kharkiv polytechnic institute» trains emotional leaders among future professionals from different branches through the creation of special educational space, that is provided by the implementation of synergy effect in the process of selection of teachers, the active involvement students in creative projects, the development of moral character qualities and enhance of the spirituality of students, formation of students` focus on success.

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Романовський Олександр, Кнуш Анастасія ЕМОЦІЙНЕ ЛІДЕРСТВО ТА ШЛЯХИ ЙОГО ФОРМУВАННЯ В НАЦІОНАЛЬНОМУ ТЕХНІЧНОМУ УНІВЕРСИТЕТІ «ХАРКІВСЬКИЙ ПОЛІТЕХНІЧНИЙ ІНСТИТУТ»

У статті детально розглянуто феномен емоційного лідерства. Окреслено основні шляхи та способи прояву емоційного лідерства. Визначено пріоритетні напрями формування лідерства нового типу. Представлено досвід Національного технічного університету «Харківський політехнічний інститут» у розвитку потенціалу емоційного лідерства студентів інженерних і гуманітарних галузей шляхом стимуляції розвитку емоційного інтелекту. Показано, що підвищення рівня емоційного інтелекту студентів у вищому технічному закладі забезпечується такими факторами, як: синергетичний ефект через залучення до процесу викладання фахівців різних наукових сфер, залучення студентів до наукових та творчих проектів, розвиток моральних якостей, формування у студентів спрямованості на успіх. Показані результати наукових досліджень, спрямованих на розкриття лідерського потенціалу через розвиток емоційного інтелекту студентів технічних вузів. Подано порівняння динаміки розвитку показників емоційного інтелекту у студентів НТУ «ХПІ» та інших українських вишів, що готують студентів одночасно технічного та гуманітарного профілю.

Ключові слова: лідерство, емоційне лідерство, емоційний інтелект, синергетичний ефект, керування емоційними станами.

Романовский Александр, Кнуш Анастасия ЭМОЦИОНАЛЬНОЕ ЛИДЕРСТВО И ПУТИ ЕГО ФОРМИРОВАНИЯ В НАЦИОНАЛЬНОМ ТЕХНИЧЕСКОМ УНИВЕРСИТЕТЕ «ХАРЬКОВСКИЙ ПОЛИТЕХНИЧЕСКИЙ ИНСТИТУТ»

В статье подробно рассмотрен феномен эмоционального лидерства. Разобраны основные пути и способы проявления эмоционального лидерства. Определены приоритетные направления формирования лидерства нового типа. Представлен опыт Национального технического университета «Харьковский политехнический институт» в развитии потенциала эмоционального лидерства студентов инженерных и гуманитарных отраслей путем стимуляции развития эмоционального интеллекта. Показано, что повышение уровня эмоционального интеллекта студентов в высшем техническом учебном заведении обеспечивается такими факторами, как: синергетический эффект через вовлечение в процесс преподавания специалистов различных научных сфер, привлечение студентов к научным и творческим проектам, развитие нравственных качеств, формирование у студентов направленности на успех. Показаны результаты научных исследований, направленных на раскрытие лидерского потенциала через развитие эмоционального интеллекта студентов технических вузов. Подано сравнение динамики развития показателей эмоционального интеллекта у студентов НТУ «ХПИ» и других украинских вузов, которые готовят студентов одновременно технического и гуманитарного профиля.

Ключевые слова: лидерство, эмоциональное лидерство, эмоциональный интеллект, креативность, управление эмоциональными состояниями.