Theoretical Approach and Analysis of Communication as an Important Factor in Leadership in the Republic of North Macedonia

Liljana Siljanovska

ABSTRACT

The subject of research in this paper is leadership and how communication with all its tools and capabilities "dictates" and sets its modes of action. The research conducts a detailed analysis of how communication tools with their power direct leadership on its path to complete success, thus turning it into transformative leadership, i.e., leadership that can change radically depending on the way communication tools are used. Communication comes down to speaking and listening to others as well as understanding what they are saying is key to achieving successful communication. It is often said that listening is the first language that people develop and as a result, cognitive skills are based on the skill and ability to listen. Leadership, on the other hand, is also a subject around which the visualizations of people who communicate, develop certain relationships, and people who "work" to improve society as a whole are inevitable. Through theoretical analysis and practical research: a survey and interview with the leaders of several companies in the Republic of North Macedonia will be interrogated about whether skillful communication and emotional intelligence should be considered as a strong trump card of a good leader.

Keywords: Communication, Emotional Intelligence, Leadership, Listening.

I. INTRODUCTION

The importance of effective leadership through communication tools is demonstrated daily in almost every company. Despite the conciseness of the fact that leaders, whether political leaders or business leaders, have to communicate in order to function in their work at all, the question that still arises today is how much communication skills contribute to overall success at the organizational level, and which is what leaders could implement in the process of communication maturation, in order to achieve success in their work. Namely, back in 1938, Chester Barnard concluded that communication was the main priority of managers and other superiors, and leaders had the main task to improve the level of communication in organizations. Years later, a study conducted by Dr. Dan B. Curtis confirms what has been researched previously: Effective communication skills are key to achieving success in an organization. The results of the nationally conducted research concluded that the main executives of an organization and the other leaders in it attach great importance to the way of effective interpersonal communication because they are aware that productivity depends on effective communication. Supervisors must communicate effectively. But this is not the only important point. Subordinates must maintain a solid level of information with each other and with their leaders. In other words, in order to achieve effective organizational functioning, communication channels must be open down, up and horizontally across the organization. Although these theses are set and partially proven, the work that remains "unfinished" is thorough research into the partial importance of communication methods in leadership as well as the question of which communication methods are the weak link in the organizational chain (with emphasis on the top of the chain) and how they can be improved to achieve the greatest possible success in it.

II. ANALYSIS OF THE THEORETICAL APPROACH

The first question that inevitably arises in the parallel between leadership, success and communications is: Which communication tool works best?

Goffee and Jones once said: - Leaders must consider whether their strength is best expressed in one-on-one meetings, small groups, or in front of an entire organization. Each context requires specific presentation skills. Also, each of these tools may be different in success, depending on the context (Goffee and Jones, 2006: 161).

To convey a message or meaning correctly, through the right channel, the leader must make a choice between different communication tools. The toolkit usually includes symbols, metaphors, language, and stories (Deal, Kennedy, 1982) in order for the leader to support or emphasize what he or she wants to convey. Moreover, according to Deal and Kennedy, the leader should carefully prepare what he wants to "deliver" by using tools in his rhetorical repertoire.
Rhetoric is a very important tool that should be used correctly to convey the message in the most appropriate and powerful way that will generate impact on the audience. This can be achieved through countless techniques and tools.

A speaking leader can use a phrase over and over again to emphasize the importance of what he is saying and to engrave it in the minds of those who hear him, something similar to what Martin Luther King did in his historic speech "I have dream" since 1963. The leader can construct the structure of the whole speech or message according to the theory of classical rhetoric. A good rhetorician has excellent body language, a powerful speech and gestures.

In an organization, different situations require different communication tools. Taken as a whole, the tools can be divided into technical and personal tools, where the technical tools cover all techniques and methods as well as communication channels, while personal tools are personal skills that the sender of the message, in the case of the leader, can use. For successful leaders, this is usually rhetoric or human sensitivity. The conclusion is obvious, but it is worth mentioning that the tools are important, but whichever tool the leader chooses, he consciously or unconsciously constantly communicates with his employees.

A. Creating a Resonance

Boyatzis and McKee point out that leaders set the pace for the organizations they lead, formally or informally. They call this resonance. In other words, leaders are aware that their actions and their communication resonate, just as the human voice does, in their organization. They can set a positive emotional tone, bring all the different parts of their organization together into a coherent whole, inspire trust and promote values through their consistent and authentic communications. They do this because they know that ..., emotions are dangerous, and their emotions are powerful drivers of the mood and performance of their employees. They inspire by demonstrating passion, commitment, and attention to people as well as the organization's vision (Boyatzis R., & McKee A., 2005: 4).

Salovey and Mayer's theories and findings on emotional intelligence and the beginning of their model of "abilities" did not attract much attention from scientists and the general public. The work of American psychologist and science journalist Daniel Goleman has highlighted the importance of emotional intelligence in business and sparked a debate about the validity of the concept (Antonakis, Ashkansay & Dasborough, 2009: 248). According to Goleman and renowned emotional intelligence researchers Richard Boyatzis and Annie McKee: -If the leader radiates energy and enthusiasm, the organization thrives; if the leader spreads negativity and disagreement, it stagnates. Prominent leaders, be they directors, managers, instructors, or politicians, stand out not only through their skills and abilities but also through their connections with others. This epoch-making concept leads leaders with strong emotions in the right direction and a positive impact on earnings and strategy (Goleman, 2004: 25). Goleman developed the model of the four dimensions of emotional intelligence in 1998, the model is also known as the "mixed model". New data refer to this model as the "Area of emotional intelligence and related competencies". This model as mentioned is divided into four main areas which include eighteen sub-areas; the four main areas; self-awareness, self-management, social awareness and relationship management are intended to provide a practical guide to building leadership communication skills (Twigg, Pinos & Olson, 2006). According to them, for communicators with unconventional thinking, the idea of developing emotional intelligence is not unbelievable. For leaders who have difficulty with the complexity and urgency of effective communication in a growing global market, even a slight improvement in social skills and emotion management will help.

B. Selecting Communication Channels

To convey the strategic message to shareholders, it is crucial to choose the right communication channel. The channels are innumerable, from the internal communication network and newspapers to more experienced managers who can also be considered communication channels. Some media theorists recommend the use of media for strategy implementation. By changing the values and actions of employees, the implementation of the strategy is the main task of the directors in a company. Daft & Lengel recommend that CEOs personally communicate the new strategy to the relevant working groups through a discussion about it. In this way, their commitment and obligation to the new strategy are seen. In case a personal visit of all employees is not possible, they advise managers to refer to the most powerful medium available to them (Daft & Lengel, 1986: 230). As an example, they mention videotapes or satellite connections, which have a stronger social impact than written directives. Now, after twenty years, advanced technology allows the use of the Internet or internal corporate television. Daft & Lengel remind us that no electronic medium can replace face-to-face communication when it comes to out-of-routine activities, and that a top executive is constantly seeking to preserve rich communication channels (Daft & Lengel, 1986: 230).

Another popular method of strategic communication is the "cascade" method where the manager communicates about the strategy with his subordinates at every organizational level. The prevailing opinion here is that face-to-face communication provides a better understanding of the strategy. It is interesting that other factors, in addition to face-to-face communication, play a role in understanding the strategy. When studying which communication approaches can influence understanding of strategy, Sinickas (2006) concluded that face-to-face communication looks good, but not infallible, a tool for predicting how well employees is informed about a company's business strategy. Sinickas' study reveals that high levels of awareness correspond well to (1) the frequent explanation of the strategy by senior management, (2) access to the internal communications network, (3) access to the frequency journal (electronic or print), (4) frequent communication of the strategy by the supervisors. One of the interesting findings in the study is that the impact on employees that senior management has is twice as significant as that of supervisors. Jones states that in strategic communication, communication channels have three goals: to reach as many members in the target group as possible, to do it as securely and quickly as possible, and to receive maximum feedback. To achieve the goals Jones
presents six main criteria for selecting a communication channel:

1. Does it provide feedback independently?
2. Is it trustworthy? Can the message being transmitted be controlled?
3. Can a complex message be conveyed or just a simple one?
4. Will the message reach many people or just a few?
   Will it be a personal or a general message?
5. How long would it take for it to be prepared?
6. How long would it take to be transferred, once it is ready? (Jones, 2008: 33)

Jones divides channels into three main groups: face-to-face communication, electronic channels, and traditional channels, such as newspapers and bulletin boards. He points out that the best way is a combination of multiple channels.

C. Demonstrating Social Presence

Salovey and Mayer's theories and findings on emotional intelligence and the beginning of their "abilities" model did not attract much attention from scientists and the general public. The work of American psychologist and science journalist Daniel Goleman highlighted the importance of emotional intelligence in business and challenged debate on the validity of the concept (Antonakis, Ashkansay & Dasborough, 2009). According to Goleman and renowned emotional intelligence researchers Richard Boyatzis and Annie McKee: "If the leader radiates energy and enthusiasm, the organization thrives; if the leader spreads negativity and disagreement, stagnates. Prominent leaders, whether directors, managers, instructors, or politicians, stand out not only through skills and abilities, but also by connecting with others. This epoch-making concept leads with strong emotions in the right direction and positive influence, on earnings and strategy (Goleman, 2004: 25). Goleman developed the four-dimensional model of emotional intelligence in 1998, also known as the "mixed model". New data refer to this model as the "Area of Emotional Intelligence and Related Competencies". This model as mentioned is divided into four main areas which include eighteen sub-areas (Appendix I); the four main areas; self-awareness, self-management, social awareness, and relationship management are intended to provide a practical guide to building leadership communication skills (Twigg, Pinos & Olson, 2006).

D. Maintaining Conversation and Dialogue

David Whyte, more than any researcher before him, has emphasized the importance of conversation and dialogue in leadership. He repeatedly mentions the need that leaders need to have to maintain courageous, i.e., deep conversations. Leaders should have these conversations on a variety of topics. As Whyte puts it: "What I notice most is that we have an idea that you (the leaders) need to talk about before you start working. This is a misunderstanding that is common to most organizations today. Conversations do not precede work. They are the work itself. Very often, individuals (leaders) feel that they are employed because of the initial competencies they had in the job interview. In fact, those competencies are just their background, and what they are employed in is the field of human relations. If you look at what you (as a leader) do from morning till night at work you will realize that it is: reading emails, letters, phone conversations, face-to-face meetings with employees. This is your job. This is a big part of our existence, and yet none of us think about the art of that existence (Whyte, 2005: 3). This powerful article of Whyte puts conversations and human relationships on the pedestal where they belong. It is the conversations that create the resonance and the reality of the follows. Conversations are what determine whether their followers have energy, are committed, or are confused and demotivated. It is up to the leaders to decide how to direct these conversations. The authenticity of the conversations that take place between the management in an organization will spill over into conversations that take place at all levels in the organization. Resonance and social presence play a big role in this part. Whyte pointed out that leaders must maintain five different types of bold conversations:

1. Conversations with the unknown future, instead of impulsive conversations with the problematic present of the organization
2. Conversations with consumers or the society in which they are an integral part
3. Conversations with different departments of their organization
4. Conversations with working groups and people with whom they interact on a daily basis
5. Conversations with themselves, their families and loved ones.

Whyte, once again, confirms the above-mentioned fact that conversations can take place through any communication channel. They are not limited to one-on-one discussions.

Another important component that leaders need to incorporate into their conversations is dialogue. The theorist Simmons has set up a model for defending dialogue, which is far from the outdated form "I am the leader, and this is my message", i.e., the approach of command and control. Instead, according to Simmons, dialogue revolves around connections, sharing doubts and sensitivities, recognizing interconnectedness and cooperation. Dialogue is at the core of conflict resolution, the creation of new ideas and the defense of new realities (Simmons, 1999: 151). In essence, dialogue is the relationship between two or more people. At the core of this relationship, on the other hand, lies the ability to influence each other between people, rather than proving one of the interlocutors. Dialogue is conducted through our bodies, emotions, intellect, and soul which are further translated into words. These words can bring power and have influence upon others.

The purpose of dialogue is to help leaders share their version of truth, their perceptions, and their reality with others. At the heart of the dialogue lies listening to the other person. Simmons, once again, confirms dialogue is a profound form of conversation that has the power to change perceptions and even lives.

E. Emotional Intelligence and Its Role in Leadership

Emotional intelligence, or EI for short, is a product of both popular culture and scientific research, and given the complex nature of human behavior, numerous models of EI have been developed in an attempt to explain the concept and establish its reliability and validity. Emotional intelligence models can
be broadly categorized into two types: mixed models and ability-based models. Mixed models try to explain EI as personality traits, emotional or cognitive abilities, and the results of these abilities and traits. Ability-based models attempt to explain EI as a set of emotional and cognitive abilities as part of the broader context of human behavior. Until the early 1990s, there was a long tradition of research into the role of non-cognitive factors in people's success – both in life and in the workplace. However, for the research of emotional intelligence during the twentieth century, important are those researchers who recognize that non-cognitive aspects (such as memory and listening) are equally important in providing a full explanation of human intelligence. In 1930, Edward Thorndike proposed his idea of "social intelligence", which is defined as the ability to understand others and act wisely in human relationships, while David Wexler mentions "non-social" as well as "mental" elements to explain personal and social factors related to human intelligence. In the 1980s, Howard Gardner discussed the concept of multiple intelligences (including intrapersonal intelligence and interpersonal intelligence) to explain the whole "body" of human intelligence, only a small fraction of which is measured by standard intelligence measures (Cherniss, 2000). Although there have been joint efforts to establish a single definition of EI, there are currently a number of definitions of this concept. Outside of academia, EI is more popularly known as a list of personality traits or characteristics. Since the publication of the popular book Emotional Intelligence by Dr. Daniel Goleman in 1995, emotional intelligence has been widely popularized by numerous books, articles, and television programs. Goleman indicated that it was "very powerful, and sometimes even more powerful than ordinary intelligence", and Time magazine reported that "EI can be the best indicator of success in life." The term "emotional intelligence" was actually coined by of psychologists Peter Salloway and Jack Meyer in 1990, however, that "mainstream" closeness to the concept of EI is due primarily to the publication of Goleman's books. Goleman, a psychologist and former New York Times songwriter, has become increasingly aware of research that has shown the importance of social and emotional abilities for personal success (Mayer, Salovey & Caruso, 2000). He defined emotional intelligence as "a set of abilities that include self-control, courage, perseverance, and the ability to motivate oneself" (Goleman, 1995: 12). He further categorized these abilities into five main areas, each illustrated by a number of attributes: (1) cognition of emotions, (2) emotion management, (3) self-motivation, (4) recognition of emotions in others, and (5) managing relationships with others (Goleman, 1995). Scientist Bar-on has reviewed the available literature to determine the characteristics of a person who seems to have something to do with success in life. The results focused on developing a model that aims to explain why some people succeed in life more than others (Mayer, et al., 2000, p. 402). The Bar-On model of emotional intelligence consists of key components of effective emotional and social functioning that led to psychological well-being. It contains five composite components and fifteen sub-components. The five components include: (1) Intrapersonal intelligence (consisting of emotional self-awareness, self-confidence, independence, and self-actualization), (2) interpersonal intelligence (consisting of empathy, social responsibility, and interpersonal relationships), (3) Intelligence with stress (consisting of stress tolerance and impulsivity), (4) Adaptive intelligence (consisting of reality testing, flexibility, and problem solving), and (5) General mood intelligence (consisting of optimism and happiness) (Bar-On, 2000). In the 1980s, Bar-On developed what would become one of the first valid and credible measures of emotional intelligence and the prerequisites for its commercial release - the EI component. His innovation provided a cross-cultural picture of emotional intelligence within individuals of different ages, genders, socioeconomic and occupational groups, and different ethnic backgrounds from more than 12 countries (Bar-On, 2000). Overall, Bar-On's innovation has shown a significant leap in EI research, yet it is not without its limitations (Hoffman, 1999). Measurements, according to Bar-On, have evolved from a clinical versus a professional realistic context, but little is known about their predictive power in job success (Cherniss, 2000). The most significant critique of both Goleman and Bar-On's models is their concept of both emotional abilities, as well as the products of those abilities (Caruso, Mayer, and Salovey, 2000). These "mixed models" are built on the ability-based models but add other psychological or personality traits. While Goleman and Bar-On are perhaps well-known among modern theorists, Mayer and Salovey are pioneers of research aimed at developing valid measures of emotional intelligence and exploring its significance. Their assumption that one could distinguish the "emotional" from other cognitive and non-cognitive aspects of intelligence is the genesis of efforts to define these abilities and establish their relationship to other components of human intelligence. Their academic and research efforts have established emotional intelligence as a "specialty" within the science of human intelligence. Mayer and Salovey's ability-based model focuses on how emotions can facilitate thinking and adaptive behavior. The authors also point out that the ability-based model is not without its limitations. This model "is not a complete theory of workplace management" and "is intended to coexist with additions and clarifications to existing leadership models, not to replace them" (Caruso, 2000: 5) Overall, it is difficult to distinguish certain characteristics from others (i.e., influence and communication skills), and "some researchers believe that emotional intelligence defined as a mixed model does not exist as a term separate from other aspects of personality" (Caruso, 2000: 8) In 1940, several Ohio leadership studies suggested that "consideration" was an important aspect of effective leadership (Cherniss, 2000). "Specifically, this research suggests that leaders who can build mutual trust, respect, as well as a certain warmth and closeness with their team members will be more effective" (Cherniss, 2000: 3) In an unpublished master thesis, CL Rice in 1999 used the model of emotional intelligence developed by Meyer and Salovey to evaluate the effectiveness of teams and their leaders based on evaluations by the managers of each department, and measured the emotional intelligence of the leaders as well as the team as a whole. This research suggests that emotional intelligence plays a major role in effective team leadership and team performance, but that it does not play a role in all aspects of leadership performance. The competency-based
model is not a complete theory of workplace management. It is a model of the type of intelligence and is therefore intended to coexist with existing models of leadership as well as to clarify them, not to replace them. Understanding emotions is a key component in a leader's ability to understand employees if and how they are affected by a given situation and provides an understanding of employees' views and motivations. In addition, understanding emotions and how they affect the leader and the leader's followers improve communication between the leader and his followers, something that has proven to be a good prognosis for performance outcomes based on the leader's ability to connect with people and deal with group members. Finally, emotion management enables leaders to cope with stressful situations, solve problems, and make appropriate decisions — that is, to fulfill all the highly recognizable components of a military's operational context. Furthermore, the ability to regulate one's own and others' emotions, allows leaders to create an environment that enhances individual and group relationships. Moreover, the ability to regulate one's own and others' emotions allows leaders to create an environment that enhances individual and group relations.

F. Non-verbal Communication in Organizations

Bloggers, various social networks, and news media over the past two decades have been very active in commenting on the importance of non-verbal communication among politicians and business leaders around the world and commenting on the way they use non-verbal communication in their speeches. There is very little research on the question of whether leaders are aware of how their non-verbal communication is accepted by their employees or subordinates. Previous research has focused on the leader's verbal message as the only way to communicate, but there is very little research on whether verbal channels of communication convey the true meaning of speech and whether nonverbal channels have a greater impact. Two independent studies emphasize that some of the non-verbal ways of communication are spontaneous, while others carry planned messages and are applied in a strategic way (Buck and VanLear, 2002: 535). Research by Choi, Gray, and Ambady in 2009 highlighted that observers are capable of perceiving and interpreting nonverbal communication in terms of perceiving it either as attractive or repulsive. This research shows that the attraction between the leader and his followers depends on the non-verbal communication of the leader and the perception and interpretation by the followers of the non-verbal messages that the leader sends (Choi, 2009: 322). The leader's job is to move people from where they currently are to where they need to be, in order to create an innovative and productive organization (Stogdill, 1950: 12) that is usually accomplished through verbal communication, such as the leader expressing his vision, goal, and directions during the meetings. Some researchers have shown that nonverbal communication plays a much larger and more important role than verbal, due to the spontaneous nature of this communication, unconscious communication, and expression of emotional states through gestures and facial expressions (Buck & VanLear, 2002: 534). The leader's emotions expressed through nonverbal communication – especially hand gestures – can affect followers (Goleman, 1995; Lewis, 2000), but leaders may be completely unaware of the messages they send with their hands and their meaning. By being aware of specific hand gestures and adjusting the gestures used by the leader, leaders can gain the opportunity to better accept their verbal messages. Studying certain gestures with your hands will help to achieve a certain emotional connection, appropriate to the meaning of these gestures. Mehrabian noted that people are inclined to people or things they like, evaluate positively, or prefer, and are rejected by people or things they do not like, evaluate negatively, or do not prefer (Mehrabian, 1977: 1). Richmond and McCroskey pointed out in 2008 that the more non-verbal communication a person uses, the more people around them will evaluate it positively and prefer to be around them. Although this paper primarily addresses the student-teacher relationship, the same theory should be applicable to the leader-follower relationship, as both relationships differ in power. Numerous researchers have studied nonverbal gestures and their impact on communication since the mid-19th century. Some recent researchers who have studied leaders and specific hand movements have focused on smaller groups. However, no researcher has devoted himself to a set of frequently repeated hand movements to make a comparison with the observer's perception and interpretation. Beattie and Shovelton in 1999 conducted an experiment in which they used video or audio clips to test students' ability to discover the meaning of some frequent and metaphorical hand movements. What they found was that students who watched the video clips understood the verbal meaning of the story than those who heard only the audio clips. Beattie and Shovelton have shown that gestures are very important (Beattie, Shovelton, 1999: 12). A study conducted in the distant 1976 by Gitter, Black and Walkley noted a significant effect on nonverbal communication while students followed a presentation of a leader. However, several forms of nonverbal communication were involved, and the terms they used to describe - that is, "strong" or "weak" did not give a greater description of the meaning of nonverbal. This was the first notation of possible differences between non-verbal gestures, until Spanish researcher Marichchiolo in 2011 pointed to an in-depth look at "positive" versus "negative" hand gestures. This study attempts to operationalize hand gestures in positive, offensive, and neutral. These analyses showed that there is a difference between these three groups of gestures and that this difference can be measured depending on the speed of perception by the audience.

G. Listening as a Leadership Imperative

Research on listening as an important skill in leadership is limited, but research on listening as the ultimate communication skill is numerous. As early as 1952, as repeatedly mentioned in the "Harvard Business Review" journal, business professionals considered effective listening to be a key skill in the workplace (Flynn, 2008: 142). Since then, the journal has published over 43 columns that have the word "listening" as a key word in the abstract of the paper: "Many of these columns confirm the importance of listening as an important managerial skill" (Flynn, 2008: 142). More specifically, scientists Hirsch and Cooper "present listening as a complex, multidimensional skill. Listening involves both mechanics and cognition, and therefore presupposes the
ability to selectively perceive, interpret, understand, give meaning to, react to, remember, and analyze what is heard” (Flynn, 2008: 143). Furthermore, effective listening in the workplace is not limited to the skills that employees possess. It also includes the idea of organizational listening, i.e., the theory that the environment in which listening takes place is formed by the organization to which that environment belongs and is, therefore, one of the characteristics of the image of the organization (Flynn, 2008: 143). The importance of listening as a skill has been analyzed by several research studies starting from the 70s of the last century. In a 1975 study, Weinrauch and Swanda Jr. explored the importance of listening to businessmen, in order to determine the time spent listening and how this time was characterized (Weinrauch, Swanda, 1975: 27). In 1980, Hunt and Cusella conducted an observational study to define the meaning of listening in organizational contexts (Hunt, Cusella, 1983: 394). Much later, in 1995, scientists Haas and Arnold investigated the roles of listening in determining the communication competencies of members of an organization (Haas, Arnold, 1995: 124). The pros and cons of classical management theory are many. Although this is one of the oldest principles, it is still very much present in today's organizations (Miller, 2006: 19). According to Miller, the interpretation of effective leadership and communication in classical management has greatly influenced the way we practice and conceive leadership in today's business environment. With the transition from classical theory to the theory of human relations, there is a great development in the theory of leadership. Similar to the classical approach, the latter focuses on production efficiency. However, human relations theory focuses more on research into how changes in the work environment affect employee productivity in order to increase organizational efficiency (Miller, 2006: 26). Great emphasis is placed on the ways in which workers are motivated. "The motivational effect of social needs and the importance of the social environment were recognized, and the link between satisfaction and productivity was perfected" (McKenna, 2000: 11) Unlike the previous two approaches, the human resources approach today is one of the most common in this field. While the first two approaches conceptualize employees within the organization, the human resources approach focuses on the cognitive contribution that the individual-employee in the organization makes with their ideas and thoughts (Miller, 2006: 47). Over time, it has been established that the opinion of the employee's behaviour is a result of the managerial style, as well as that the employees are valued and are tools that can contribute to the fulfillment of organizational goals. Moreover, this resulted in a radical change in communication style. Just as the change in managerial and communication style is obvious, so is the presence and powerful influence of the classical managerial approach: in many modern organizations in today's society. As history shows and as is more than obvious in practice, every job is unique, just like every group of people, and every manager determines the principle of management that works best for him in improving the results in the work. Moreover, research conducted throughout the 20th century has been instrumental in reaffirming the old maxim: "management seeks efficiency, workers seek motivation.” It is very important to understand the evolution of management because its problems remain almost unchanged over time. As systems for assessing competencies and perspectives changed, experts gained a deeper understanding of what motivates employees and what makes the work environment interesting and enticing (McKenna, 2000: 6,10). After self-awareness, self-management, visual leadership requires social awareness, or in other words empathy or the ability to empathize with others. Once the leader understands his / her visions and values of the organization, they need to pass them on to other members. The dimension of social awareness in emotional intelligence implies that an elevated state of consciousness in leadership communication skills is vital to understanding the situation and followers. Of all the dimensions of emotional intelligence, empathy is the easiest to recognize (Harvard Business Review & Goleman, 2001: 15-16). In its most basic form, the ability to empathize is the ability to recognize emotion in another person's face, voice, or words, and to constantly adjust how one feels when communicating with one another (Goleman, 2004: 48). This ability may seem inconsistent with business principles and the harsh realities of the market. But empathetic people have been shown to be superior in recognizing customer needs. They seem to approach, wanting to hear what people have to say. They listen carefully, notice what people are worried about and react immediately. Therefore, empathy is key to preserving talent. Leaders who do not pay attention and do not listen are one of the main reasons why talented people leave companies (Goleman, 2004: 49-50). Globalization is another reason why empathy is important for business leaders. Empathy is a critical skill for agreeing with diverse collaborators and employees from other cultures. Intercultural dialogue can easily lead to misunderstandings. Empathy makes people see the subtleties of body language, or allow them to hear the emotional message hidden under words and to understand the existence and importance of cultural and ethnic differences. An example of this is an American consultant whose team has been offered a project with a potential Japanese client. In cooperation with the Americans, the team is accustomed to being bombarded with questions after such a proposal, but this time it was followed by a long silence. Some of the members were ready to leave. The chief consultant gestured to them to stay. Although unfamiliar with Japanese culture, he “read” the client's face and felt no rejection but interest and even a very strong consideration. He was right when the client spoke it was to say that the consulting firm gets the job done (Harvard Business Review & Goleman, 2001: 18). This proves the importance of this dimension of emotional intelligence and the impact it has on the company and interculturally. There are three most important types of listening: basic, discriminatory and thorough. Discriminatory listening is usually visual and is the basis of any other type of listening. This allows the listener to perceive the sounds in the environment and then use these sounds to adapt to the environment (Wolvin, 2009: 142). Thorough listening is listening to understand the message and its variables, including the memory, concentration, and vocabulary used by the speaker (Wolvin, 2009: 142). The third type of listening is therapeutic, and scientists often point out that every person needs to be this type of listener at a given time in life (Wolvin & Coakley, 1996: 266). Certain skills are required for this
empathetic listening, such as alertness, presence, demonstrating eye contact, facial expressions, touching, silence, and demonstrating empathy (Brownell, 2010: 173-174) In addition, the term "critical listening" has been used in the writings of "listening" theorists often enough over the past two decades. Critical listening aims to understand and evaluate the message. This stage of listening is often used in leadership and includes a component of condemnation as well as reasoning (Wolvin & Coakley, 1996: 320). Critical listening is used in leadership. It is important to note that criticism is not always negative, but it is often defined by the purposes and reasons for listening (Brownell, 2010: 219). Credibility is an important component of leadership, and the skills needed for this type of listening often include arguments and avoiding misinterpretation (Wolvin & Coakley, 1996: 326-344). The leader who listens should find his goals and directions in what he has heard and experienced from others.

III. RESEARCH

Human perception and interpretation are very important factors in this paper which deals with listening, emotional intelligence, non-verbal communication, and communication in general - concerning leadership.

What is important is to discover the role of listening, non-verbal communication, and emotional intelligence in the work of workers and their leaders. The survey, which was conducted through a survey questionnaire and interviews with companies in the Republic of North Macedonia, did not have a discriminatory note regarding the organizations, the place where they are based, gender or nationality.

A. Survey

Given the fact that most of the questionnaires were distributed electronically, to email addresses that were available in the electronic directory and websites of more than 15 medium and large companies across the country, the survey can be considered completely relevant and non-discriminatory.

Of the respondents who were covered by the electronic survey were 273, out of which 240 answered in full the questions asked and their answers are considered valid, while 23 had more than 4 unanswered questions, thus their answers were considered invalid. 10 of the respondents did not receive any feedback at all, so they are considered not to have participated in the research. It is important to point out that among the respondents, several nationalities were represented in the selection, including Macedonians, Albanians, Turks, and Vlachs.

The questions asked aimed to establish some basic demographic data (gender and age) which for the results of this research may not have any particular impact, primarily in reaching conclusions, but helped to get a clear picture of the thoughts and attitudes of different demographic groups.

From a professional point of view, the questions asked to the respondents in connection with the research question aimed to determine above all - how much listening a leadership imperative is, whether non-verbal communication if used properly can contribute to better success of the leader and the importance of emotional intelligence in the successful management of a firm or a larger company.

The results of the research through a survey showed the following demographic data on the respondents, in terms of their current occupation. Namely, more than 87% of the respondents are employed full time, which gives us the relevance of the study, if we take into account the fact that employees who spend most of the time with their leaders on the workplace – in general – can more estimate the characteristics of the successful leader in a more objective manner.

Fig. 1. Responses regarding the Question of How Much of a Leadership Imperative is Listening

Other demographic data were collected during the survey, but they were not used for further analysis. The percentage of respondents was almost 2:1 in relation to gender, where 2 is for females. The education of the respondents had a significant percentage for those who have completed higher education. Namely, approximately 62% of the respondents have completed higher education, approximately 21% have completed master's studies, about 10% have completed doctoral studies, and the remaining almost 7% have secondary education.

The largest group of respondents, i.e., 38% is in the age range of 30-39 years. The rest are shown in the graph below.

In the second part of the research, i.e the part that was focused on listening as a communication skill, the results are as follows:

The results of the question: Do you consider listening to be an important communication skill? It led to the answer that 97% or 426 of the respondents consider listening to be an important communication skill.

Fig. 2. Age of Respondents.
On average, 80% or 426 of the respondents spend 50% of the time during the day listening. 15% spend 75% of their time listening, 3% spend 25% of their time listening, and only 2% spend 100% of their time listening to their interlocutors.

Most of the respondents agreed or completely agreed that the listener should include verbal and non-verbal response in order to demonstrate interest. The results were 89% versus 11% of those who disagreed or did not agree at all that the listener should include a verbal or non-verbal response as a sign of interest in the interlocutor.

Similar answers were given to the view that the listener should ask clear questions in order to better understand the interlocutor. Namely, almost 85% think that asking clear questions will lead to a better understanding in the conversation, and the remaining 15% do not agree with this view.

The phrase: "Listening includes responses as a sign of affirmation to signal understanding" which was placed in this section led to a significant percentage of 420 respondents, or almost 95% of respondents who believe that affirmations during listening indicate active listening and understanding.

Furthermore, 65% of respondents or 286 respondents believe that the listener should maintain a body position that indicates "focus" on the conversation, while the remaining almost 33% are not sure about this postulate. A small percentage of 9 respondents did not agree that the listener should show with his body that he is focused on the conversation.

Various answers were received regarding the interruption during the listening. For the postulate "The listener does not interrupt the interlocutor", 4 respondents, i.e., less than 1% did not agree at all, 95 or 21% did not agree, 101, i.e., almost 30% were not sure, 175, i.e., almost 40% agreed, while 65, i.e., almost 15% fully agreed with this view.

![Fig. 3. Responses regarding the Question of the Listener Not Interrupting the Speaker.](image)

The third part of the survey was dedicated to the characteristics of a successful leader. The questions posed here were of a semi-closed nature.

The results showed the following attitudes of employees towards leaders:

Namely, when asked what successful leadership depends on, 95% answered that successful leadership depends on the character, as well as the behavior of the leader and his relationship with employees. A small percentage, i.e., 5 of the respondents (~1%) believe that successful leadership depends only on the character of the leader, and the remaining 4% stated that successful leadership depends only on the leader's relationship with employees.

92% of respondents believe that a successful leader communicates with employees through face-to-face meetings. The remaining small percentage believe that a successful leader communicates by phone, e-mail, or other means of communication.

Most of the respondents, almost 90%, think that demonstrating trust in employees is a quality of a successful leader as well as motivating employees.

A large part, almost 85% of the respondents think that encouraging teamwork is important for successful leadership, while the remaining 15% are not sure about this factor in a successful leader. None of the respondents think that a successful leader should not encourage teamwork.

Regarding the part that focuses on examining emotional intelligence as an important factor in successful leadership, a large percentage of respondents - almost 75% believe that a successful leader should express their emotions to employees, just as almost 74% believe that a leader should be interested in their emotions and their motivation during work.

![Fig. 4. Responses regarding the Question of Whether a Quality Leader should Express his Emotions in front of the Employees.](image)

![Fig. 5. Responses regarding the Question of Whether a Quality Leader should Openly Show Interest in Employees’ Motivation, Emotions and Work.](image)
The results of the answers to the question related to non-verbal communication are similar. A large part, i.e., 405 of the respondents (92%) believe that a successful leader demonstrates positive non-verbal communication with his employees, as well as maintains a constructive dialogue, instead of responding with short expressions. To this question, 89% answered that they completely agree.

As for the last question, which was structured so that the respondents had to list the skills of the successful leader, the answers correspond to the views of the previous questions and answers. Several answers were possible for this question and most of the respondents had 3 or more answers completed.

A large percentage of respondents answered that the attitude, understanding of the employee, listening and eye contact are important for a successful leader.

A small percentage of respondents believe that just understanding the employee or listening - is a key skill of a successful leader.

IV. CONCLUSION

Leaders cannot be successful if they do not recognize the importance of listening and communicating in their work. Listening and leadership are related concepts. Good leaders recognize the importance of active listening, as well as creating opportunities for dialogue that will improve listening. This paper showed that listening has an impact on leadership, and leadership also affects the listening process. The research asked questions about listening and leadership, about employees' attitudes about employees' characteristics, skills and perceptions regarding communication, emotional intelligence and listening as a skill of leaders as a whole. Although the questions for objective reasons (elimination of fear, uneasiness, and non-objectivity in the answers) were not specifically asked to describe their leaders, it can still be concluded that the respondents through their description of successful leadership, primarily take their leader as an example and starting point. Understanding the interlocutor, listening without interruption, affirmative non-verbal gestures during listening: all these skills were listed by the respondents as very important for the success of the leader. Namely, the words and behaviors of the leader should reflect congruence. Congruence should be reflected in what is not said, what can be read "between the lines", to demonstrate understanding and motivation. Within leadership, the leader should manifest understanding through empathetic listening, as well as through a response that demonstrates attention and nonverbal communication that matches what is being “said”.

What can be concluded from the respondents' answers is that a successful dialogue, as well as the combination of nonverbal and verbal signals sent by the leader, can have a positive impact on leadership. Effective leaders recognize the importance of good communication. They are aware that the non-verbal cues they send to their employees have a great effect on the work of their subordinates, but also on themselves - as professionals in what they do. According to the respondents in their answers, as well as the leaders through their statements about non-verbal communication: both parties are aware that non-verbal (emphasizing smiles, positive gestures with the face and eye contact) is of great importance in improving leader-employee communication, and through that indirect non-verbal communication has a great impact on the success of the leader. The leader needs to connect and connecting with employees inevitably requires listening. When listening, the leader must be aware of the importance of eye contact, tone of voice, and posture, along with gestures and touch. Leaders need to be able to demonstrate various behaviors that will indicate that they are in control and successfully incorporating leadership. All of these skills and traits are reflected in the behavior of leaders.

As for the connection between emotional intelligence and leadership, it can inevitably be concluded that emotional intelligence is recognized by both workers and their leaders - as a key component of effective leadership. Understanding how the emotional system works is also a key element in how emotional intelligence is related to a leader's success. Namely, the leaders who share their emotions, their visions and plans with those around them - so that an atmosphere of equality and equality is formed in the team, are much more successful in their work. Employee motivation is essentially a characteristic of individuals with a high EQ. Showing interest in employees' emotions, interest in their attitude towards work, as well as their motivation, these are all traits of a leader who understands and successfully demonstrates his emotional-intelligent characteristics. Emotional intelligence itself is actually related to listening - actively, objectively and without judgment, keeping emotions under control and asking questions to understand the employee and his needs. If listening is related to emotional intelligence, and non-verbal communication has proven to be a very important aspect of successful leadership, we can safely conclude that all three of these aspects are key to achieving successful leadership. Since all three of these aspects are closely related to communication as a broader concept, what can be concluded is that it is a key element in successful leadership. In this way, leaders gain the trust of their employees, and communication is the key factor in this credibility.

Finally, a few messages could be sent to leaders who want to improve or perfect their leadership skills, as well as to those who may have once possessed the skills, but the increased workload has led them to forget:

1. Show interest and attention through facial expressions, nodding and body posture to reflect openness and positive reinforcement.
2. Loosen up your employees by breaking the barriers and friendly behavior.
3. Be natural, because removing masks and honesty are the foundations of effective communication.
4. Do not assume that you MUST behave superiorly because your position "requires" it.
5. Adapt to the conversation and its flow, through spontaneous comments, not through pre-prepared comments and arguments.
6. Respect other people's opinion.
7. Try to understand what your employee really thinks, do not always base your views on what he said.
8. Do not dominate conversations with your employees. This will make them silent, and you will not motivate them to be better workers.
9. Actively listen to your employees. As you listen, understand what they want to say, instead of thinking about what you are going to say next.

CONFLICT OF INTEREST
Authors declare that they do not have any conflict of interest.

REFERENCES
Simmons, A. (1999). A Safe Place for Dangerous Truths. AMACOM.

Liljana Siljanovska is a full professor of International Communications at the Faculty of Languages, Culture and Communication at the South East European University – Tetovo, the Republic of North Macedonia, as well as a mentor for doctoral studies in Political Science at the Faculty of Contemporary Social Sciences at the same university. She has obtained her PhD in European Studies for Integration and Communications at St. Cyril and Methodius Skopje, Republic of North Macedonia in 2006. She has written numerous publications and research projects on topics in the field of communications, mass media and European studies. Her papers have been presented at numerous international scientific conferences and symposia. As a professor, she has given several lectures at renowned universities in Europe. She is a member of several international scientific and professional organizations and institutes and with her professional lectures and papers she makes a great contribution to the creation of socio-political conditions in the country and the region.